DOCUMENT RESUME

ED 106 515 CE 003 683

TITLE	Exploring Business Careers: Grade 9. Bulletin No. 265.
INSTITUTION	Montgomery County Public Schools, Rockville, Md.
PUB DATE	74
NOTE	198p.
EDRS PRICE	MF-$0.76 HC-$9.51 PLUS POSTAGE
DESCRIPTORS	Audiovisual Aids; *Business Education; Business Skills; *Career Awareness; Community Resources; *Curriculum Guides; Educational Objectives; Grade 9; *Instructional Materials; Resource Materials; Secondary Education
IDENTIFIERS	*Career Exploration

ABSTRACT

The one-credit course, Exploring Business Careers, is offered to ninth grade students as a means of providing opportunities to explore a wide range of career opportunities in business and to become aware of the skills, abilities, and attitudes needed by business workers. Briefly outlined are the instructional objectives and general course information (time allocation, format and procedures, evaluation of and reporting student progress). The seven units of instruction are on: bookkeeping and accounting, business management, data processing, general clerical, merchandising, stenography, and typewriting. Performance objectives and assessment measures, course content resources, audiovisual materials, and community resources are suggested for each unit. Two-thirds of the document consists of appended materials as follows: (1) student progress reporting forms; (2) guidelines for using resource persons and planning field trips; (3) suggested local field trips; (4) a selection of career opportunities in the seven business areas covered in the course; (5) supplementary problems for use in the bookkeeping and accounting unit; (6) supplementary materials for use in the business management, data processing, general clerical, merchandising, stenography, and typewriting units; and (7) suggested course schedules. (Author/BP)

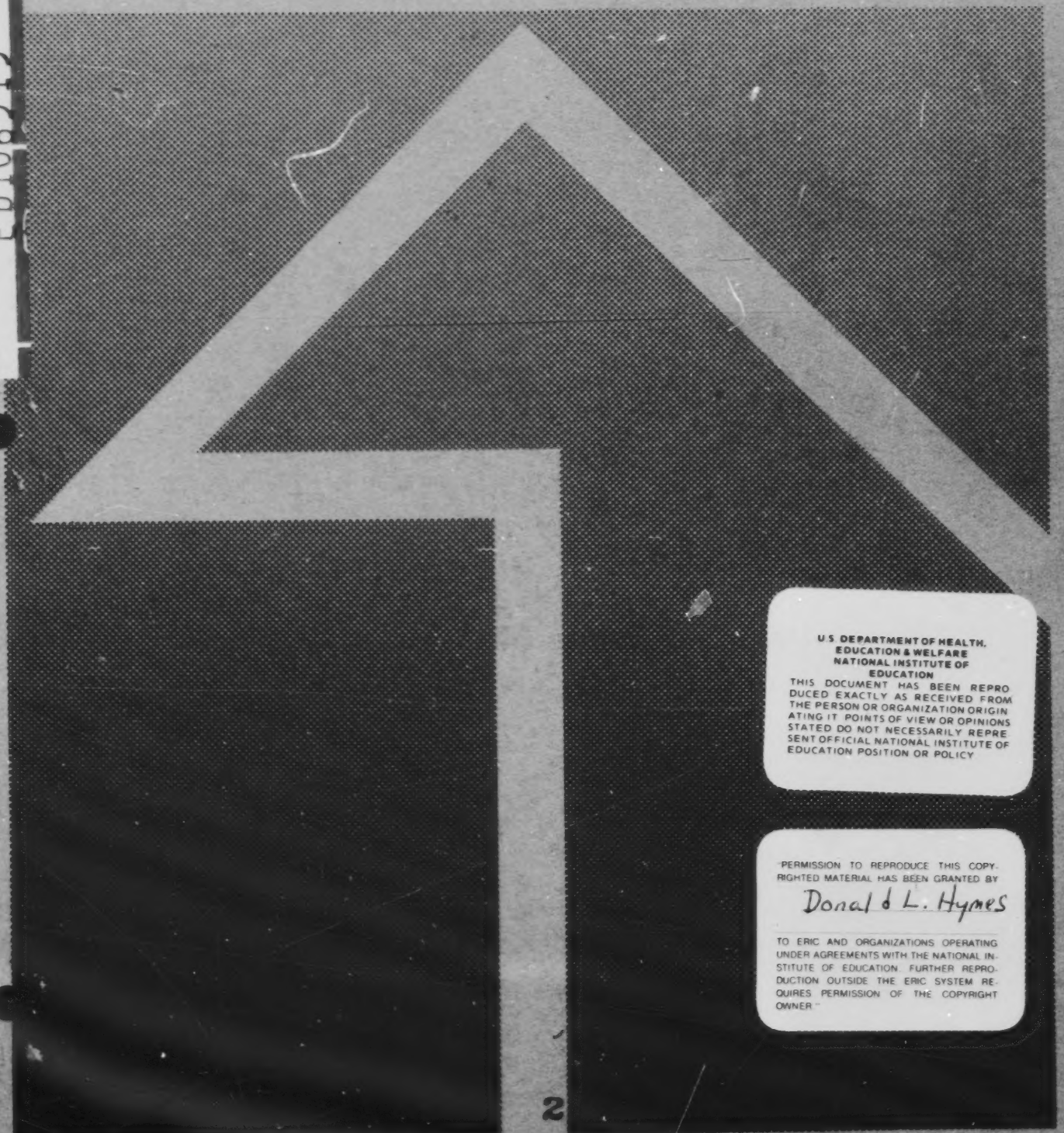
MONTGOMERY COUNTY PUBLIC SCHOOLS,
ROCKVILLE, MARYLAND
HOMER O. ELSEROAD,
SUPERINTENDENT OF SCHOOLS

EXPLORING BUSINESS CAREERS

Bulletin No. 265 1974

Grade 9
CE

ED106515



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Donald L. Hymes
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Copyright 1974
by the
Board of Education of Montgomery County
Rockville, Maryland

TABLE OF CONTENTS

Foreword and Acknowledgments v

Point of View vii

Instructional Objectives ix

General Information 1

Evaluating and Reporting Pupil Progress 2

Bookkeeping and Accounting
- I. Performance Objectives and Assessment Measures 5
- II. Content 7
- III. Resources 8
- IV. Films and Filmstrips 8
- V. Transparencies 9
- VI. Community Resources 9

Business Management
- I. Performance Objectives and Assessment Measures 11
- II. Content 13
- III. Resources 14
- IV. Film and Filmstrips 15
- V. Transparencies 15
- VI. Community Resources 15

Data Processing
- I. Performance Objectives and Assessment Measures 17
- II. Content 19
- III. Resources 20
- IV. Supplies 20
- V. Films and Filmstrips 21
- VI. Transparencies 21
- VII. Community Resources 21

General Clerical
- I. Performance Objectives and Assessment Measures 23
- II. Content 25
- III. Resources 27
- IV. Films and Filmstrips 27
- V. Transparencies 27
- VI. Speakers 27

Merchandising
- I. Performance Objectives and Assessment Measures 29
- II. Content 31
- III. Resources 32
- IV. Films and Filmstrips 33
- V. Transparencies 33
- VI. Community Resources 34

Stenography
I. Performance Objectives and Assessment Measures 35
II. Content 37
III. Resources 37
IV. Films and Filmstrips 37
V. Community Resources 38

Typewriting
I. Performance Objectives and Assessment Measures 39
II. Content 40
III. Resources 41
IV. Films and Filmstrips 41
V. Transparencies 41
VI. Community Resources 41

Bibliography 43

Appendices
A - Student Profile A-1
B - Guidelines for Resource Persons B-1
C - Guidelines for Field Trips C-1
D - Suggested Field Trips D-1
E - A Selection of Career Opportunities in Business E-1
F - Supplementary Problems for Bookkeeping and Accounting F-1
G - Supplementary Materials for Business Management G-1
H - Supplementary Materials for Data Processing H-1
I - Supplementary Materials for General Clerical I-1
J - Supplementary Materials for Merchandising J-1
K - Supplementary Materials for Stenography K-1
L - Supplementary Materials for Typewriting L-1
M - Suggested Course Schedules M-1

FOREWORD AND ACKNOWLEDGMENTS

The purpose of this publication is to serve as a course of study for Exploring Business Careers, a newly approved course designed to provide opportunities for ninth grade students to explore the wide range of career opportunities in business. This bulletin constitutes a final draft which was revised and updated during the summer of 1973. The revision was based primarily on input received from those teachers who worked with the program during 1972-73 as a pilot and from students enrolled in the course. Primary attention was given to expanding and refining the performance objectives and the assessment measures which are, in part, derived from the overall goals as stated in the career education design.

The following persons served on the committee for developing the guide during the summer workshop of 1972:

Charles Francis, Wheaton High School, leader
Elizabeth Kidder, Albert Einstein High School
Edward Maclay, Rockville High School
Judith Peterson, Gaithersburg Junior High School
Melissa Duley, Broome Junior High School
Noble Fritz, supervisor of Business Education

Serving on the committee for revision of the guide during the 1973 summer workshop were:

Melissa Duley, Broome Junior High School, leader
Donna Galbo, Gaithersburg Junior High School
Elizabeth Kidder, Albert Einstein High School
Judith Peterson, Damascus High School
William Rineer, Wheaton High School

All workshop activities were under the general supervision of Noble Fritz, supervisor of Business Education, and Lois Parker, supervisor of Career Education.

Appreciation is further expressed to Homer O. Elseroad, superintendent of Montgomery County Public Schools, and to the members of the Montgomery County Board of Education, who have made the production of this course guide possible.

POINT OF VIEW

Career Education provides a sequential development K through Grade 12 aimed at student awareness, appreciation, sampling, and practicing career choices.

The junior high school phase of this sequence emphasizes the sampling and practicing aspects of career education through exploration of some of the major categories of the world of work. These areas will be developed through clusters in business and office occupations; marketing and distribution; communications and media; construction; manufacturing; transportation; agri-business and natural resources; marine science; environmental control; public services; health; hospitality and recreation; personal services; fine arts and humanities; and consumer and homemaking-related occupations.

Some of these areas will be developed for exploration at the junior high school level, others for exploration and specialization at the senior high school level. Exploration opportunities in the junior high school will be offered through clusters of mini-courses and/or the refocusing of objectives in the already existing subject areas which most closely relate to one of the fifteen occupation clusters.

This particular course of study will provide students with opportunities to explore business careers.

EXPLORING BUSINESS CAREERS is offered to ninth grade students one period a day for a full year. The purpose of the course is to provide students opportunities to explore a wide range of career opportunities in business; i.e., bookkeeping and accounting, business management, data processing, general clerical, merchandising, stenography, and typewriting. Through this exploration, students will become aware of the skills, abilities, and attitudes needed by business workers to perform effectively in occupations, as well as being oriented to entrance and advancement qualifications of numerous occupations. Students are given an opportunity to see how their interests and aptitudes relate to those needed in various business occupations, by being able to explore these occupations themselves. If students decide to specialize in any of the areas, it is possible to do so in Grades 10, 11, and 12.

INSTRUCTIONAL OBJECTIVES

The objectives of the course are for each student to be able to:

1. Analyze his/her own interests and capabilities

2. Identify and demonstrate sequential steps in decision-making about careers by exploring alternative choices, deciding on a course of action compatible with his/her value systems, accepting responsibility for consequences, and evaluating results

3. Determine how test results, interest inventories, and skill capabilities can help in making career decisions

4. Recognize relationships between school subjects and various occupations by becoming aware of job trends and personal and educational requirements

5. Explore the major areas of occupational opportunities available or projected in society

6. Understand and appreciate the breadth of the world of work by discovering different vocations that affect him/her in daily life

7. Learn about the job descriptions, responsibilities, and satisfactions of careers that students are interested in

8. Gain insight about jobs through experiencing a simulated or real work situation, and evaluating this experience

9. Demonstrate that work provides satisfaction and gives pride and pleasure from task and job performance

10. Become aware of programs offered at the senior high school level

11. Survey and analyze career possibilities as related to current or projected vocational realities

12. Consider many available avenues and combinations of choices--specialized high school programs, exploratory programs, college, technical training, apprenticeship, on-the-job training, armed services, immediate employment, and marriage--and recognize how each will either assist or deter the realization of interests and goals

13. Recognize how vocational choice affects other aspects of an individual's life such as income, social relationships, general living conditions, and geographical location

14. Participate intelligently in business life as a consumer

15. Develop social and economic understandings that use human and material resources in the best interests of the individual and community

16. Develop proper attitudes, habits, and ideals that will promote wholesome and successful relationships in business and everyday life

17. Develop sufficient competence in business subjects so that the knowledge and skills acquired may be applied effectively for personal use

18. Demonstrate success in the basic typewriting skills

19. Demonstrate efficiency in solving elementary typewriting problems

20. Apply correct typewriting techniques in the production of elementary typewritten materials

21. Demonstrate the ability to meet the speed and accuracy performance standards appearing in the Appendix of EXPLORING BUSINESS CAREERS*

*Credit will be given for serious effort shown in all areas of typewriting, bearing in mind that this is an exploratory experience.

GENERAL INFORMATION

The content of the course covers the subject areas of bookkeeping and accounting, business management, data processing, general clerical, merchandising, stenography, and typewriting. The course is planned to give students an opportunity to explore these occupational areas.

TIME ALLOCATION

Assuming a school year of 185 days, the following time allotment is suggested for each subject area:

AREA	DAYS
Bookkeeping and Accounting	20
Business Management	15
Data Processing	15
General Clerical	15
Merchandising	15
Stenography	20
Typewriting	85
	185

FORMAT AND PROCEDURES

The exploratory units have been based on these premises taken from the Career Education Design document.

All work which affirms the dignity of the individual or contributes to society is valuable.

The economic requirements of our society are best met when the individual assumes responsibility for his or her own economic welfare.

Pride and appreciation for the dignity of meaningful work can provide the individual with a feeling of self-worth.

Individuals are interdependent, and each person's occupation contributes to society.

Individuals who understand how their abilities, needs, and preferences are related to society's career opportunities are likely to make career decisions that promote the growth of the individual and the welfare and harmony of society.

Each of the seven exploratory units has been developed to include the following information:

Performance Objectives and Assessment Measures
Content
Resources Materials

Films and Filmstrips
Transparencies
Community Resources (speakers and field trips)

Most of the units involve two dimensions: one provides information related to career opportunities in the particular exploratory area, while the other provides students with the opportunity to perform various skills involved in the occupation (tryout).

It should be noted that in each of the units, the enclosed items shown in the assessment column are specific examples of assessment measures and criteria for evaluating and reporting student progress. The first block in each unit represents an assessment measure that relates to career orientation, while the second block relates to skill exploration. The other statements in that column may be used in developing additional assessment measures and criteria according to the individual classroom activity. The sample measures and other statements correspond to the adjacent performance objectives.

EVALUATING AND REPORTING STUDENT PROGRESS

Assessment of EXPLORING BUSINESS CAREERS should be oriented toward indicating strengths in various areas rather than toward pointing up weaknesses. Because exploration courses should emphasize the positive, grades should not be considered of primary importance. Therefore, rather than urging students to strive for grades, the teacher should make every effort to emphasize the positive point of view and the significance of learning about oneself in relation to business career opportunities.

According to the policy of Montgomery County Public Schools on evaluating and reporting student progress, a student in Grade 9 may have no more than one Credit/No Credit option. Because of the nature of this course, it is recommended that it be taken with a Credit/No Credit option. However, if the Credit/No Credit option has been chosen for another course, it is not permitted in EXPLORING BUSINESS CAREERS. Because there is a choice in the evaluation process, it is recommended that letter grades be kept for all students on the following basis:

A, B, C, D	Credit
E	No Credit
	Incomplete

Realizing that different areas may be studied during a marking period, it is recommended that the grades be averaged to arrive at a composite evaluation for the period.

It is further recommended that upon the completion of an area, the appropriate section of the Student Profile (Appendix A) be completed. This evaluation must

involve both the student and the teacher. The profile should be available to parents upon request.

Guidelines have been developed for using resource people (speakers) and for making field trips (Appendices B and C). In addition, a chart has been prepared which lists field trip possibilities and the occupational areas to which they are most applicable (Appendix D). Most of the agencies and firms contacted have indicated a willingness to be involved in the program. However, limitations in the number of students per visit at some of the places will impede the program to some degree.

As each occupational area is introduced, the teacher should show in detail the career opportunities and educational requirements for jobs in that particular area. On completion of each unit, there should be a detailed review of the opportunities to specialize in that subject area on the senior high school and junior college levels. The MCPS Program of Studies should be used to orient students to program patterns and course descriptions.

BOOKKEEPING AND ACCOUNTING
(Time allocation: 20 days)

I. Performance Objectives and Assessment Measures

Upon completion of this unit in Bookkeeping and Accounting, most students should be able to:

- o rank the job levels in bookkeeping and accounting

  - o Sample assessment measure: List in ascending order from entry level to top level the following scrambled list of job opportunities:

    posting clerk
    accounting clerk
    computing machine operator
    budget clerk
    Certified Public Accountant
    credit accounts supervisor
    accountant
    cost clerk
    billing machine operator
    program coder
    machine operator supervisor
    bookkeeping machine operator
    general bookkeeper
    specialized accountant

    Sample criterion: List at least ten of the fifteen careers correctly.

- o compare wages, hours, and working conditions with other occupations

  - o compare in chart form the jobs of the cost clerk and junior accountant in terms of hours, wages, and working conditions

- o describe the role of the bookkeeper and accountant within an organization

  - o write a job description for a bookkeeper

- o predict consequences of inaccurate or non-existent records within an organization or within our economic system

  - o describe kinds of records that are a necessity in our economic system (such as income tax forms, etc.) and also those needed within an organization, using a role-playing situation

- describe the role of the bookkeeper as it relates to the consumer

- list ways the consumer depends upon the bookkeeper and the accountant (ex.: filling out income tax returns)

- identify different types of equipment used in particular areas of bookkeeping and accounting

- match types of equipment with tasks to be performed (ex.: posting machine to posting operations)

- carry out the duties of a bookkeeper within an organization, gaining insight about the importance of the job and the interdependency of working within the organization by 1) identifying the kinds of information the organization would need from a bookkeeper; 2) listing decisions a bookkeeper would be called upon to make; 3) listing results to the organization

- simulate in a group activity an organizational staff meeting

  role-play the bookkeeper by 1) identifying kinds of information he will provide; 2) making appropriate decisions; 3) being accountable for results of decisions

- assess and match their interests, abilities, and aptitudes with job characteristics and requirements

- choose a job that would be personally and vocationally beneficial; and explain the choice on a chart or in a written or oral report

- explain asset, liability, owner's equity, income, expense, journal, journalizing, account, ledger, posting, trial balance, balance sheet, and income statement

- Sample assessment measure: Spell and define the following ten words:

  asset
  liability
  owner's equity
  income
  expense
  journal
  ledger
  posting
  balance sheet
  income statement

  Sample criterion: Spell all of the ten words properly, and define at least eight of the ten words correctly.

- o demonstrate the ability to analyze business transactions
- o identify appropriate accounts, and explain whether the transaction is an increase or a decrease to the accounts and how it is handled
- o classify and record financial data on the basis of double-entry bookkeeping and accounting principles
- o complete a combination journal using several day-to-day transactions
- o recognize bookkeeping and accounting records, forms, and statements
- o title different forms, records, and financial statements
- o understand the bookkeeping and accounting cycle and its basic functions
- o work the Summary Project (Appendix F) to demonstrate their ability to perform the skill-related activities

II. Content

A. Career Opportunities in Bookkeeping and Accounting (Appendix E)

1. Job levels
2. Earnings
3. Working conditions
4. Personal and educational requirements
5. Job duties

B. Importance of Bookkeeping and Accounting

1. Relationship of accurate records to good management policies
2. Decision-making based on complete and accurate records
3. Bookkeeping and accounting as it relates to the consumer

C. Machines Used in Bookkeeping and Accounting

1. Adding
2. Calculating
3. Billing
4. Posting

D. Elements of Bookkeeping and Accounting

1. Assets
2. Liabilities
3. Owner's equity

E. The Theory of Debit and Credit (Double Entry)

F. Analyzing the Effect of Business Transactions

G. Journalizing (Appendix F)

1. General journal
2. Combination journal

H. Posting

1. Amount from journal to ledger
2. Date
3. Journal page number to ledger
4. Ledger page number to journal

I. Trial Balance

J. Financial Reports

1. Balance sheet
2. Income statement

K. Handling Accounts Receivable

1. Charge sales slips
2. Accounts receivable ledger
3. Accounts receivable schedule

L. Handling Accounts Payable

1. Voucher checks
2. Accounts payable ledger
3. Accounts payable schedule

III. Resources*

Baron, Harold, and Steinfeld, Solomon. Clerical Record Keeping, 3rd ed. Cincinnati: South-Western Publishing Company, 1971.

Boynton, Lewis D., et al. Century 21 Accounting: Introductory Course. Cincinnati: South-Western Publishing Company, 1972.

——. 20th Century Bookkeeping and Accounting: Introductory Course, 23rd ed. Cincinnati: South-Western Publishing Company, 1968.

IV. Films and Filmstrips

F5397 Bookkeeping: Occupations and Opportunities

F5393 Accounting: Basic Procedures

*It should be understood that the materials cited in the Bibliography on page 43 are to be used constantly as resources throughout all of the units in EXPLORING BUSINESS CAREERS.

V. Transparencies

3M Set Bookkeeping and Accounting 15-0551-0

MCPS Set

VI. Community Resources

A. Speakers

Claude R. Vess, CPA
Rockville, Maryland

MCPS Accounting Division
Edwin Lewin, Director

B. Field Trips

MCPS Accounting Division

Suburban Trust Company, Public Relations Department

BUSINESS MANAGEMENT
(Time allocation: 15 days)

I. Performance Objectives and Assessment Measures

Upon completion of this unit on Business Management, most students should be able to:

- describe the world of business and some of the job opportunities available

  - Sample assessment measure: List the seven major areas of business and describe one occupation (briefly) in each category including such information as the job level, the approximate salary range, the working conditions, personal and educational requirements, and a few job duties.

    Sample criterion: All seven areas must be listed correctly and at least four of the areas should have a career opportunity defined. The definitions of the job should include the job level, earnings, and educational requirements.

- locate various job source information such as classified ads, placement or employment or counseling services, and friends and relatives
  - recognize many available job sources
- describe the purpose of business in society
  - tell of the consequences to society if only one business area did not exist (ex., general clerical)
- differentiate between the number of people employed in different areas including business careers
  - illustrate by a graph the percentage of people employed in various business areas as compared to other fields
- summarize the role of the middle manager as it relates to the consumer
  - list ways the consumer depends upon the middle manager

o carry out the duties of a lower manager while working with the top manager within an organization	o simulate in a group activity an organizational staff meeting; and role-play the lower manager and top manager by (1) identifying kinds of information they will provide, (2) making appropriate decisions, and (3) being accountable for results of decisions
o recognize wage increments appropriate to the different levels of management	o match wages to management titles
o indicate the job for which each seems best suited when given a number of careers in business management	o match job descriptions and personal inventory, and conference with teacher to find the occupation for which each will be best suited
o recognize the sequence of courses available on senior high level leading to areas of specialization	o identify one business course program pattern available on senior high school level
o demonstrate the use of several job sources	o list three sources of job information other than the classified ad section of the newspaper
o classify personal information for application	o write (type) a letter of application and a personal data sheet
o discuss the importance of a job interview	o do a simulated job interview, answering unfamiliar questions pertinent to job application
o explain capitalist, mass production, small business, industrial business, and commercial business	o <u>Sample assessment measure</u>: Spell and define these five terms: capitalist, mass production, small business, industrial business, and commercial business. <u>Sample criterion</u>: Spell all five terms correctly and define at least three of them properly.
o summarize the different trade channels	o chose the shortest trade channel and describe two of its advantages
o differentiate between common stock, dividend, preferred stock, corporate bond, and mortage	o match the following terms to the best definition given: common stock, dividend, preferred stock, corporate bond, and mortage

o discuss the purpose of business in society	o list the two major purposes of business in society
o identify the factors of production in business	o name the four factors of production
o identify the five basic functions of management	o name the five functions of management
o understand the basic types of business ownership	o list and describe the three types of business ownership, and describe the advantages and disadvantages of each
o describe and discuss the two basic types of internal business organization	o define briefly line organization and line and staff organization, and describe the basic difference between these two types of internal business organization

II. Content

Business management consists of two parts: general career orientation in business and business management proper. The content is listed below in this order:

A. Exploring the World of Business

1. Bookkeeping and accounting
2. Data processing
3. Stenography
4. Typewriting
5. Clerical work
6. Merchandising
7. Management

B. Using Some Job Sources

1. Classified ads
2. Placement services
3. Employment offices
4. Counseling services
5. Friends and relatives

C. Applying for a Job

1. Letter of application
2. Personal data sheet
3. Application blanks
4. Interviews
5. Employment tests

D. Career Opportunities in Business Management (Appendix E)

1. Job levels
2. Earnings
3. Working conditions
4. Personal and educational requirements
5. Job duties

E. Components of Business Management

1. Contribution of business society
2. Basic management functions
3. Factors of production

F. Ownership organization

1. Sole proprietorship
2. Partnership
3. Corporation

G. Types of Internal Business Organization

1. Line organization
2. Line and staff organization

H. Management Problems (Case Method Approach, Appendix G)

I. Ways of Entering Management

III. Resources*

Andrews, M. E. The Job You Want. Opportunity Knocks Series. New York: Gregg/McGraw-Hill Book Company, 1968.

Bikkie, J. A. Careers in Marketing. New York: Gregg/McGraw-Hill Book Company, 1970.

Blackledge, Walter, et al. You and Your Job. Cincinnati: South-Western Publishing Company, 1970.

Morrison, Peter, et al. Getting the Right Job. A Career in the Modern Office Series. New York: Gregg/McGraw-Hill Book Company, 1969.

——. Making the Most of Yourself. A Career in the Modern Office Series. New York: Gregg/McGraw-Hill Book Company, 1969.

——. Opportunities in Today's Office. A Career in the Modern Office Series. New York: Gregg/McGraw-Hill Book Company, 1969.

*It should be understood that the materials cited in the Bibliography on page 43 are to be used constantly as resources throughout all of the units in EXPLORING BUSINESS CAREERS.

Shilt, Bernard, et al. Business Principles and Management, 6th ed. Cincinnati: South-Western Publishing Company, 1973.

IV. Films and Filmstrips

F 5203 You and Office Safety

F 4588 Job Interview--Three Young Men

F 4739 The Modern Corporation

F 4710 Your Job: Finding the Right One

V. Transparencies

3M Set, Career Planning 3717

VI. Community Resources

A. Speakers

C & P Telephone Company

Montgomery County Public Schools
Personnel Division
School Administration

Employment agencies

Department of Commerce

Wheaton Plaza manager

B. Field Trips

Board of Education, Washington Center

Government Employees Insurance Company

DATA PROCESSING
(Time allocation: 15 days)

I. Performance Objectives and Assessment Measures

Upon completion of this unit on Data Processing, most students should be able to:

o describe the career opportunities in the data processing field	o Sample assessment measure: Write a short description using the following careers: keypunch operator, tape librarian, console operator, unit-record equipment operator, supervisor of tabulating operations, detail programmer (junior), chief programmer, systems analyst, and electronic data processing manager. Sample criterion: There should be at least six of the ten descriptions within 70 percent accuracy.
o rank the job levels in data processing	o draw a career ladder showing the hierarchy of jobs
o compare wages, hours, and working conditions with other occupations	prepare a chart comparing wages, hours, working conditions, and educational requirements with other office occupations
o list the educational and personal requirements for data processing jobs	o indicate for which job a student will be best suited by matching the job description with his/her personal inventory after conferring with the teacher in an evaluation
o describe the roles of a keypunch operator, unit-record equipment operator, and programmer within an organization	o write a descriptive paragraph on the roles of keypunch operator, unit-record equipment operator, and programmer within an organization
o summarize the beginning and development of office automation	o write a descriptive paragraph summarizing the beginning and development of office automation

o understand the great influence of the computer in today's society	o <u>Sample assessment measure</u>: Give a specific example illustrating how the computer has influenced the development and future of the following areas: space program, business data, control data, decision-making, medicine, construction, and verse writing, music composing, or fashion design. <u>Sample criterion</u>: There should be at least three specific examples out of the seven areas written clearly and correctly.
o differentiate among manual, mechanical punched card, and electronic data processing	o spell and define the following four classes in the development of data processing: manual, mechanical, punched card, and electronic data processing
o data processing, automation, automated data processing, input, output, programming, input media, punched (tab, unit record) card, source document, deck (file), flowchart, binary system, and fields	o match the definitions of computer language with the best description
o explain the data processing cycle	o define the data processing cycle and its three basic components
o discuss the advantages and disadvantages of input media	o compare the advantages and disadvantages of the punched card, magnetic tape, and punched paper tape
o demonstrate ability to apply and interpret data on a 5081 IBM card	o read and punch (pencil mark) a 5081 IBM card
o distinguish between different data processing machines	o categorize the order of use for the processing machines
o become familiar with binary numbers and other computer languages (ex.: Cobol, Fortran, Octal Numbers)	o recognize the binary system and its basic principles
o compare and contrast the terms included in data processing operations	o spell and define the ten data processing operation (content H) terms

- o analyze select data in a logical, sequential manner
- o write a paragraph using a selected topic, and "act as the computer" to develop data in a rational sequential manner

II. Content

A. Career Opportunities in Data Processing (Appendix E)

1. Job levels
2. Earnings
3. Working conditions
4. Personal and educational requirements
5. Job duties

B. Introduction to Data Processing (Appendix H)

1. Need for information machines
2. Manual, mechanical, punched card, and electronic data processing

C. Uses of the Computer

1. Space program
2. Business data
3. Controls data
4. Decision-making
5. Poetry, music, and fashion
6. Medicine
7. Construction

D. Data Processing Cycle

1. Input
2. Processing
3. Output

E. Input Media

1. Punch card
2. Magnetic tape
3. Paper tape

F. Processing Machines

1. Keypunch
2. Verifier
3. Sorter
4. Collator
5. Reproducing punch
6. Interpreter
7. Tabulator

G. Computer Language

1. Binary numbers
2. Other languages (ex.: Cobol, Fortran, and Octal Numbers)

H. Data Processing Operations

1. Originating
2. Recording
3. Converting
4. Coding
5. Verifying
6. Classifying
7. Sorting
8. Calculating
9. Storing
10. Reporting

III. Resources*

Kahn, Gilbert. Business Data Processing: Basic Principles and Applications. New York: Gregg/McGraw-Hill Book Company, 1966.

Keyes, William J., and Cashman, Thomas J. Basic Principles of Data Processing. New York: Gregg/McGraw-Hill Book Company, 1969.

Wood, Merle W. Computers, People, and Data. Cincinnati: South-Western Publishing Company, 1972.

——. You Are a Data Processor. Cincinnati: South-Western Publishing Company, 1972.

IV. Supplies

IBM 5081 punch cards (20 per student)

Punch card chart

Paper tape

Magnetic tape

*It should be understood that the materials cited in the Bibliography on page 43 are to be used constantly as resources throughout all of the units in EXPLORING BUSINESS CAREERS.

V. Films and Filmstrips

F 5342 The Computer

F 4686 Man and Computer—A Perspective

F 5392 Data Processing: An Introduction

F This Business of Numbers AVU 4759, Univac Film Library, Univac Division, Sperry Rand, P. O. Box 8100, Philadelphia, Pa. 19101

F More Cards....Less Time AVU 4818, Univac Film Library. (See above)

F Glossary, IBM Corporation, Modern Talking Picture Service, Inc., 2000 L Street, Washington, D. C. 20036

F The Information Machine, IBM Corporation, Film Activities, Department of Information, 590 Madison Avenue, New York, N. Y.

F Incredible Machine, C & P Telephone Co., (949-0361)

VI. Transparencies

3M Set, Fundamentals of Data Processing, 2401-3

VII. Community Resources

A. Speakers

Montgomery County Public Schools

Government Employees Insurance Company

Control Data

B. Field Trips

Montgomery County Public Schools, Data Center

Vitro Laboratories

Suburban Trust Company

Government Employees Insurance Company

International Business Machines (IBM)

Atomic Energy Commission (AEC)

GENERAL CLERICAL
(Time allocation: 15 days)

I. Performance Objectives and Assessment Measures

Upon completion of this unit on clerical work, most students should be able to:

- o rank the job levels in general clerical occupations

  - o Sample Assessment measures: Through total recall, draw a career ladder listing five basic job categories in order of entry-level to top-level. (Ex.: The student may use a salary scale as a basis for arrangement.)

    Sample criterion: All five jobs must be legitimate general clerical jobs, and there may be only one error in ranking.

- o compare wages, hours, and working conditions with other occupations
  - o prepare a chart comparing various clerical jobs in terms of opportunities, duties, wages, and degrees of responsibility
- o list the educational and personal requirements for general clerical jobs
  - o choose a job opportunity in the general clerical field, and match personality and educational requirements with that of the characteristics of the job.
- o describe the roles of the receptionist, mail clerk, file clerk, supply clerk, office cashier, and payroll clerk
  - o write a job description for a mail clerk, a supply clerk, and an office cashier
- o describe the roles of file clerk and payroll clerk as they relate to the other jobs in an organization
  - o describe the roles in a simulated office experience of a receptionist, switchboard operator, file clerk, and payroll clerk during a normal day of work within an organization; and identify kinds of information that each would provide, would make appropriate decisions about, be accountable for as the result of decisions made
- o indicate the job for which each seems best suited, when given a selection of careers in the general clerical field
  - o choose a job for which he/she seems best suited, and explain reasons for this choice

o demonstrate a knowledge of mail procedures	o Sample assessment measure: Choose from the following the procedure followed and duty performed in a large organization; and list under the appropriate title of general clerk, messenger, or mail room clerk: 1. Picks up incoming mail 2. Stuffs outgoing envelopes 3. Groups outgoing bundles of mail by city, state, zip code, or class of mail 4. Delivers mail 5. Opens and inspects mail 6. Sorts mail into incoming and outgoing groups 7. Picks up mail from departments 8. Sorts mail for individuals and departments 9. Marks date of receipt on incoming mail 10. Checks address and correct postage on outgoing mail Sample criterion: In order for successful completion, 70 percent of the items must be categorized correctly.
o understand correct telephone techniques	o demonstrate usage of telephone (correct and incorrect techniques) by visual display
o differentiate between various filing systems	o spell and define briefly alphabetic, numeric, subject, and geogrphic systems
o apply alphabetic filing principles	o arrange list of names by units in the correct alphabetic order
o classify according to basic functions the following office equipment: spirit duplicator, mimeograph, multilith, and adding and calculating machines	o match the correct machine to the best definition
o understand the principles of preparing and duplicating spirit masters	o create an original idea on a spirit master correctly

- o know the principles of a simple petty cash fund cycle
- o solve a petty cash problem
- o demonstrate a simple check-writing cycle
- o write a deposit slip, write a check, and keep a simple check register
- o process simple supply requisitions, purchase orders, and invoices
- o complete a purchase order and an invoice
- o comprehend the basic principles of various payroll activities
- o do a payroll problem involving time cards, deductions, and payroll checks

II. Content

A. Career Opportunities in Clerical (Appendix E)

1. Job levels
2. Earnings
3. Working conditions
4. Personal educatonal requirements
5. Job duties

B. Receptionist

1. Greeting visitors
2. Reception records
3. Other duties

C. The Telephone

1. Using the directory
2. Making calls
3. Receiving calls

a) Telephone personality
b) Recording messages
c) Handling problems

D. The Mail

1. Duties of the mail clerk and messenger
2. Classes of domestic mail
3. Special postal services
4. Package handling
5. Interoffice mail

E. Filing Procedures

1. Kinds of filing systems

a) Alphabetic

b) Geographic
c) Subject
d) Numeric

2. Alphabetic filing rules

F. Office Machines

1. Duplicating

a) Kinds
b) Uses

2. Adding and calculating

a) Kinds
b) Uses

G. Cash Fund

1. Procedures
2. Book

H. Checking Accounts (Appendix I)

1. Deposits
2. Checks

I. Office Cashier

1. Receives money
2. Deposits money

J. Supply Requisitions and Purchase Orders

1. Purpose
2. Handling

K. Invoices

1. Purpose
2. Handling

L. Payroll

1. Time card
2. Deductions
3. Register
4. Change sheet
5. Checks

III. Resources*

Agnew, Peter, et al. Clerical Office Practice, 4th ed. Cincinnati: South-Western Publishing Company, 1969.

Archer, F. C., et al. General Office Practice, 3rd ed. New York: Gregg/McGraw-Hill Book Company, 1968.

Baron, Harold, and Steinfeld, Solomon. Clerical Record Keeping, Course I. Cincinnati: South-Western Publishing Company, 1971.

Kahn, Stewart, and Yerian. Gregg Quick Filing Practice. New York: Gregg/McGraw-Hill Book Company.

IV. Films and Filmstrips

F If an Elephant Answers, C & P Telephone Company, Wheaton, Maryland.

F The Extra Step, United States Civil Service Commission, Second and Chestnut Streets, Philadelphia, Pa. 19106

F Prepare with Care, Audio-Visual Center, Suitland, Md.

FS Duplicating and Copying Machines, Albert Einstein Senior High School, Instructional Materials Center, Kensington, Md.

FS Adding and Calculating Machines, (preceding address)

V. Transparencies

3M Set

Office Machine Functions, #3/05
Clerical Occupations and Responsibilities, #3701
Career Planning, #3717

VI. Speakers

Maryland State Employment Service

Montgomery County Public Schools Procurement Division

Montgomery County Public Schools Accounting Division

Montgomery County Public Schools Payroll Division

*It should be understood that the materials cited in the Bibliography on page 43 are to be used constantly as resources throughout all of the units in EXPLORING BUSINESS CAREERS.

Montgomery County Public Schools Clerical Services, Publications Division

National Geographic Society, Division of Personnel

National Institute of Health, Employment Officer

C & P Telephone Company

United States Civil Service Commission

B. Field Trips

Montgomery County Public Schools Clerical Services

Montgomery County Public Schools Payroll Division

Montgomery County Public Schools Procurement Division

Vitro Laboratories

Suburban Trust Company

National Bureau of Standards

Atomic Energy Commission

MERCHANDISING
(Time allocation: 15 days)

I. Performance Objectives and Assessment Measures

Upon completion of this unit on Merchandising, most students should be able to:

- o rank the job levels of merchandising

  - o Sample assessment measure: Draw a career ladder showing the jobs within the field of merchandising by listing ten jobs, from the highest paying jobs to starting level jobs, making sure the salary ranges are included.

    Sample criterion: All ten jobs must be spelled correctly and salary ranges must be accurate. There should be at least seven jobs listed with their salary ranges.

- o compare wages, hours, and working conditions with other occupations
  - o chart jobs as they compare with other occupations
- o describe the roles of the retailer, the wholesaler, the advertising manager, the buyer, and the assistant buyer
  - o show by role-playing how the retailer, the wholesaler, the advertising manager, the buyer, and the assistant buyer work as a team in the merchandising field
- o describe how merchandising affects the consumer
  - o list ways by which merchandising influences consumer buying (ex., promotional displays, selling techniques)
- o summarize the importance of merchandising in our everyday life
  - o relate orally how the consumer's life would be affected if the only department store in a community went out of business
- o assess and match personal interests, abilities, and aptitudes with job characteristics and requirements
  - o summarize by chart or in written or report form information from class discussion and outside work about two jobs in merchandising

o indicate the job for which they seem best suited when given a number of careers in merchandising	o signify, in a short paragraph, which job they will be best suited for by matching the job description, the personal inventory, and teacher conferencing
o delineate the pattern of goods from the manufacturer to the consumer	o Sample assessment measure: Prepare a flow-chart to trace the flow of goods from their origin to their consumption for merchandise by using significant careers in such fields as manufacturing, wholesaling, retailing, and consuming; also include transportation and other middleman fields. Sample criterion: All of the major categories must be included in correct order on the flow chart, and at least five steps must be included.
o describe the steps involved in marketing; and include buying, transporting, displaying, and selling	o list steps involved in the marketing process
o discuss the definitions of buyer, transportation, goods, bill of lading, invoice, purchase order, and requisition	o pair off and quiz each other orally to determine facility in using accurately the vocabulary of merchandising
o demonstrate effective sales techniques through a sales presentation	o present a sales display of a selected or created product
o identify advertising appeals	o label select newspaper and magazine advertisements according to appeal
o distinguish between the types of merchandising such as retailing, wholesaling, and mail ordering	o write a paragraph explaining the difference between retailing, wholesaling, and mail ordering
o fill out various business forms connected with the merchandising field	o demonstrate the ability to complete typical sales records

II. Content

A. Career Opportunities in Merchandising (Appendix E)

1. Job levels
2. Earnings
3. Working conditions
4. Personal and educational requirements
5. Job duties

B. Introduction

1. Definition of distribution
2. The retailer and wholesaler

C. The Retail Store

1. Policies
2. Buyer and assistant buyer
3. Purchase orders
4. Stock cards

D. Transporting Merchandise

1. Transportation service
2. Storage of goods

E. Preparing Merchandise for Sale

1. Receiving goods (bill of lading, invoice)
2. Pricing, marking, tagging merchandise
3. Sales records

F. Displaying the Merchandise

1. Purpose
2. Kinds

G. Advertising (Appendix J)

1. Values
2. Kinds of advertisements

H. Understanding the Customer

1. Needs and desires
2. Buying motives
3. Five buying decisions

I. Making the Approach

1. Importance of approach
2. Opening remarks
3. Appraising the customer's needs

J. Demonstrating the Product

1. Deciding what to show
2. Using the right words and gestures
3. Involving the customer in the sale

K. Overcoming Customer Objections

1. Anticipating objections
2. Handling objections

L. Closing the Sale

1. Making the closing confortable
2. Increasing the size of the order
3. Building goodwill
4. Kinds of sales--credit, installment, cash, and check

M. Retailing Without a Store

1. Catalog
2. Direct selling
3. Automatic vending

N. Selling Retail Services

1. Kinds
2. Success factors

O. Understanding Wholesaling

1. Customer
2. Merchant wholesaler
3. Agent middleman

III. Resources*

Antrim, W., and Dorr, E. L. Advertising. New York: Gregg/McGraw-Hill Book Company, 1970.

Baron, Harold, and Steinfeld, Solomon. Projects in Clerical Record Keeping. Cincinnati: South-Western Publishing Company, 1971.

Bikkie, J. A. Careers in Marketing. New York: Gregg/McGraw-Hill Book Company, 1971.

Ertel, K., and Dorr E. L. Wholesaling. New York: Gregg/McGraw-Hill Book Company, 1970.

*It should be understood that the materials cited in the Bibliography on page 43 are to be used constantly as resources throughout all of the units in EXPLORING BUSINESS CAREERS.

Richert, G. H., et al. Marketing Projects and Activities. New York: Gregg/McGraw-Hill Book Company, 1970.

Small Business Administration. Aspects of Sales Promotion. Washington, D. C.: S. B. A., 1969.

Small Business Administration. Effective Advertising. Washington, D. C.: S. B. A., 1970.

Small Business Administration. Why Customers Buy. Washington, D. C.: S. B. R., 1968.

Smith, S. R., and Dorr, E. Display and Promotion. New York: Gregg/McGraw-Hill Book Company, 1970.

Wingate, John W., and Samson, Harland E. Retail Merchandising, 7th ed. Cincinnati: South-Western Publishing Company, 1971.

IV. Films and Filmstrips

F 5328 Marketing Careers

F Distributive Education--Tell It Like It Is, Association-Sterling Films S-188

F 2963 Let's Visit a Shopping Center

F Merchant to the Millions, Association-Sterling Films, S-879

F 5600 Consumer Power--Advertising

F Invisible Diplomat, C & P Telephone Co.

V. Transparencies

3M Set, Introduction to Distributive Education, 903

VI. Community Resources

A. Speakers

C & P Telephone Co.

Suburban Trust Company

Small Business Administration

Better Business Bureau

Metropolitan Board of Trade

Food Chains and Retail Outlets (Personnel Directors)

B. Field Trips

Montgomery Mall

Marriott Corporation

Super Giant

Wheaton Plaza

Local news publishers

STENOGRAPHY
(Time allocation: 20 days)

I. Performance Objectives and Assessment Measures

Upon completion of this unit on Stenography, most students should be able to:

- o describe career opportunities related to stenographic occupations

  - o Sample assessment measure: Write a short description using the following careers:

    stenographer
    private secretary
    executive secretary
    medical secretary
    legal secretary
    technical secretary
    court reporter
    conference reporter
    convention reporter

    Sample criterion: There should be at least six of the ten descriptions within 70 percent accuracy.

- o compare educational requirements, wages, hours, and working conditions of stenographers with those of other occupations

  - o prepare a chart, using the stenographer and conference reporter, comparing educational requirements, wages, hours, and working conditions with other office occupations

- o indicate the job for which they seem best suited when given a number of careers of stenography

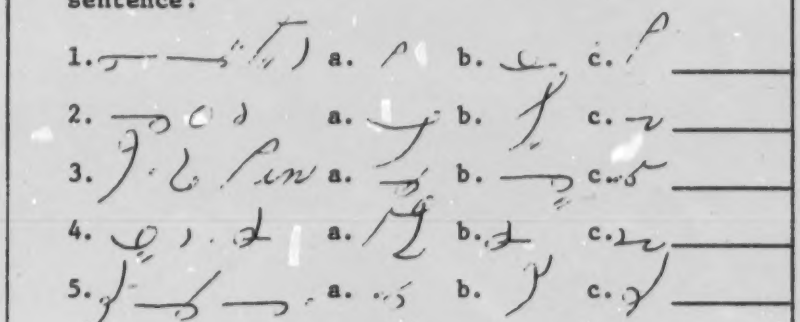
  - o choose the job in stenography for which the student is best suited by matching the job description with his/her personal inventory after conferring with the teacher in an evaluation

- o demonstrate the ability to interpret the stenography want ad sections of newspaper as it applies to stenographer career opportunities

  - o list information from a stenographic want ad section of recent newspaper brought to class by the student, showing three specific features that are important in answering such a want ad

- understand the potential of stenographic skills as a "door opener" to ultimate career goals
- write a short descriptive paragraph on the role of a stenographer in a career area not directly related to office occupations
- become familiar with the duties of the exectuve secretary within an organization, gaining insight to the importance of the job and the interdependency of working within an organization
- prepare a job description of an executive secretary, including relationships and responsibilities showing the interdependency of working within an organization
- measure shorthand communication skill at the various skill meter intervals shown in the basic text

- Sample assessment measure: From the following five incomplete sentences, write in shorthand the correct word needed to complete the sentence:



Sample criterion: Three of the five answer words must be correct.

- demonstrate knowledge of the principles and theory of Gregg Shorthand as covered in the basic text
- write and transcribe the correct shorthand characters for a sampling of simple words, using the principles and theory covered in the basic text
- identify brief forms and phrases as presented in the stenography program
- write and transcribe the correct shorthand outline from a dictated sampling of brief forms and phrases included in the stenography unit
- demonstrate ability to take short, simple dictation and transcribe it
- write and transcribe a short paragraph that has been dictated
- use correct spelling and punctuation in the transcription process
- transcribe a paragraph of connected reading material, using correct spelling and punctuation

II. Content

A. Career Opportunities in Stenography (Appendix E)

1. Job levels
2. Earnings
3. Working conditions
4. Personal and educational requirements
5. Job duties

B. The remaining time allocation is devoted to having the students learn to write Gregg Shorthand as it is presented in the basic text, Exploratory Business. The units cover the basic theory of Gregg Shorthand. (Appendix K)

III. Resources*

Gavin, R. E., and Sabin, N. A. Reference Manual for Stenographers and Typists, 4th ed. New York: Gregg/McGraw-Hill Book Company, 1970.

Gregg, John R., et al. Gregg Shorthand Dictionary. Diamond Jubilee Series, 4th ed. New York: Gregg/McGraw-Hill Book Company, 1973.

——. Gregg Shorthand. Text and Student Transcript. Diamond Jubilee Series, 2nd ed. New York: Gregg/McGraw-Hill Book Company, 1971.

Today's Secretary. (published monthly) Single copy. New York: Gregg/McGraw-Hill Book Company (1221 Avenue of the Americas).

IV. Films and Filmstrips

F 5408 Help Wanted: Secretary

F 5455 Shorthand: See Them Write

F 5521 Take a Letter from A to Z

FS So You Want To Be A Secretary. Instructional Materials Center, Albert Einstein Senior High School (949-9011), Kensington, Md. 20/95

May be purchased from: Graphic Research Inc., P. O. Box 2238, Witchita, Kansas 67201

*It should be understood that the materials cited in the Bibliography on page 43 are to be used constantly as resources throughout all of the units in EXPLORING BUSINESS CAREERS.

V. Community Resources

A. Speakers

National Secretaries Association, Mrs. Sally Linn, NSA FSA Chairman, 507 New Mark Esplanada, Rockville, Md. 20850

Baltimore Business Machines, Colesville Road, Silver Spring, Md.

Mr. Joseph Gemelli, Head Court Reporter for House of Representatives, 1718 House Office Building, Washington, D. C. Business Phone: 225-2627; Home Phone: 554-3554.

Montgomery County Public Schools, Educational Services Center, 850 Hungertord Drive, Rockville, Md. 20850

Mr. Vincent Foo, President, Montgomery County Council of Supporting Services Employees

B. Field Trips

Montgomery County Public Schools Clerical Services

Atomic Energy Commission

TYPEWRITING
(Time allocation: 85 days)

I. Performance Objectives and Assessment Measure

Upon completion of this unit on Typewriting, most students should be able to:

- describe career opportunities in typewriting

  - Sample assessment measure: Within 50 to 100 words, describe five personal and five vocational advantages of typewriting.

    Sample criterion: At least three of each category of advantages must be logically sound.

- rank the job levels in typewriting
  - draw a career ladder showing the hierarchy of jobs within the field of typewriting
- compare wages, hours, and working conditions with those of other occupations
  - chart the jobs of a clerk-typ and a varitypist as they compare in terms of hours, wages, and working conditions
- describe the role of a statistical typist in an organization
  - write a job description for a statistical typist
- predict the consequences of inaccurate records within a system
  - describe the consequences of inaccurate records produced by the clerk-typist in a simulated office
- discuss the uses for personal typewriting
  - relate the roles of a typist in an industry as compared with the uses of typewriting for personal work
- indicate the job for which personal aptitude seems strongest, when a number of careers in typewriting are suggested
  - summarize and match interests, abilities, and personal inventory to the typewriting job which seems to be most suitable

- o exhibit proper fingering and proper hand and body positions at the typewriter

  - o Sample assessment measure: During a timed writing situation, through observation, the teacher will check individual students for proper posture and correct hand position on the keyboard.

    Sample criterion: There should be no more than three faults or incorrect positions noted. (Ex., a student with his/her wrist bent, shoulders curved, and legs crossed would not meet this criterion.)

- o demonstrate correct use of the operative parts of the typewriter
- o identify operative parts of the typewriter, giving the purpose of each part
- o establish mastery of the basic typewriting skills
- o type slowly and with reasonable accuracy
- o show efficiency in solving elementary typewriting problems
- o type a mailable letter from a rough draft
- o apply correct typewriting production techniques
- o type a simple centering problem, a letter, and a tabulation problem
- o demonstrate the ability to meet speed and accuracy performance standards as developed for typewriting in the course EXPLORING BUSINESS CAREERS (Appendix L)
- o type select straight copy within a certain time period, while allowing a certain error limitation

II. Content

A. Career Opportunities in Typewriting (Appendix E)

1. Job levels
2. Earnings
3. Working conditions
4. Personal and educational requirements
5. Job duties

B. The majority of the time allocation in this area is devoted to learning typewriting. At an average rate of progress, students should be able to complete approximately one to two lessons per class period. The material covered includes learning the typewriter keyboard; centering; simple tabulations; personal and business letters; manuscripts; and reports.

C. The typewriting text has divided its material into lessons that take approximately 20 minutes. Each unit or lesson is an "applied instructional module" (a.i.m.) that includes a warmup review and either new material to be learned or exercises to help the student increase speed and accuracy. Each a.i.m. also includes in its heading a list of goals that should be attained and goal attainment markings throughout the exercises. The students are constantly reinforced with objectives and assessments as they work through each a.i.m.

III. Resources*

Fries. Timed Writings About Careers. Cincinnati: South-Western Publishing Company, 1972.

Rowe, John L.; Lloyd, Alan C.; and Winger, Fred E. Typing 300: General Typing, Vol. 1. New York: Gregg/McGraw-Hill Book Company, 1972.

Wanous, Samuel J., and Wanous, Edward E. Basic Typewriting Drills, 4th ed. Cincinnati: South-Western Publishing Company, 1970.

IV. Films and Filmstrips

F 5456 Typing Techniques

F 5385 Posture and the Keyboard

F 2946 Typing Skills--Building Speed

F 2047 Typing Skills--Stroking

FS Typewriters A613-1: "Introduction to Business Machines," Singer SVE (Available from Instructional Materials Center, Albert Einstein Senior High School, Kensington, Md. 20795)

V. Transparencies

3M Set, Typewriting Fundamentals 3703

Typewriting Production 3704

VI. Community Resources*

Montgomery County Public Schools Clerical Services

*It should be understood that the materials cited in the Bibliography on page 43 are to be used constantly as resources throughout all of the units in EXPLORING BUSINESS CAREERS.

BIBLIOGRAPHY

Dame, J. Frank; Patrick, Arthur S.; and Grubbs, Robert L. Exploratory Business, 5th ed. Hightstown, N. J.: Gregg/McGraw-Hill Publishing Company, 1971.

Hopke, William E. The Encyclopedia of Careers and Vocational Guidance. (Planning Your Career, Vol. 1; Careers and Occupations, Vol. 2) Garden City, N. Y.: Doubleday & Company, Inc., 1967.

Lovejoy, Clarence E. Lovejoy's Career and Vocational School Guide, 3rd ed. New York: Simon & Schuster, 1967.

Lewis, Norman (ed.). The New Roget's Thesaurus in Dictionary Form. New York: G. P. Putnam's Sons, 1964.

Merriam-Webster. Webster's Seventh New Collegiate Dictionary. Springfield, Mass.: G. and C. Merriam Company, 1971.

Nanassy, Louis C., and Selden, William. Business Dictionary. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960.

Ohio State Board of Education. Bulletin 19, Training Plans for Cooperative Office Education, 2nd ed. Columbus, Ohio: State Board of Education, 1970.

United States Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook. Washington, D.C.: United States Government Printing Office, 1972-73.

United States Department of Labor, Manpower Administration. Dictionary of Occupational Titles. (Definitions of Titles, Vol. 1; Occupational Classification, Vol. 2) Washington D.C.: United States Government Printing Office, 1965.

Wiggs, Garland D. Career Opportunities: Marketing, Business, and Office Specialists. Chicago: J.G. Ferguson Publishing Co., 1970.

APPENDIX A

STUDENT PROFILE

	Page
Exploring Business Careers	A-1

APPENDIX A

STUDENT PROFILE

EXPLORING BUSINESS CAREERS

Name _____ Age _____ School Year _____

School _____

The purpose of this report is to indicate probable student success in advanced business education programs.

_____
Teacher

Unit	Highly Recommend	Recommended	Provisionally Recommended	Not Recommended	Comments
Bookkeeping and Accounting					
Data Processing					
Stenography					
Typewriting					
Clerical Work					
Merchandising					
Business Management					

APPENDIX B

GUIDELINES FOR RESOURCE PERSONS

	Page
Student Involvement Following Field Trip or Resource Person Visit . .	B-2
Teacher Checklist for Using Community Resources	B-3
Resource People	B-3
Field Trips	B-3
Preparation	B-3

APPENDIX B

GUIDELINES FOR RESOURCE PERSONS

The following letter may be sent to the resource person after the initial contact and the specific appointments have been made.

Dear _____:

We are happy that it will be possible for you to visit our Exploring Business Careers class on _____(field)_____ on _____(date)_____ at __(hour)__.

This class is made up of ninth grade boys and girls. The purpose of the course is to inform the students of the wide range of career opportunities in business and to alert them to the skills, abilities, and attitudes needed by business workers. For your information, the students have just completed /or/ are now studying a unit dealing with _____.

We would suggest that:

1. A simple, non-technical approach be used.
2. Career opportunities be highlighted.
3. Visuals be used in the presentation, if possible.
4. Handouts be supplied, if available and appropriate.
5. Educational requirements and personal qualities needed to qualify for the jobs in the field be described.
6. Opportunity be given for questions and answers. (You may expect very direct questions from students of this age.)

Our class period is _____ minutes long, and you may feel free to use the entire time.

It is hoped that this information will be helpful to you as you plan your presentation to our group. If you have any questions, you may contact me at _____.

Sincerely,

(Signature)

John Jones

STUDENT INVOLVEMENT FOLLOWING FIELD TRIP OR RESOURCE PERSON VISIT

(The following questions are adaptable to either of the above activities.)

1. What impressed you most about the company visited?
2. What did you learn that was new to you? (Name _____ things.)
3. Name _____ machines that you saw that help the business worker.
4. What job opportunities did you see that related to business?
5. What job interested you most?
6. What business skills would be necessary to qualify for this job?
7. What personal qualities should a person have to do this work?
8. Do you think you could qualify for this type of work in the future?
9. What did you see that reminded you of what we have been studying?
10. What did you enjoy most about this trip, and what did you enjoy least about it?
11. Did you become more or less interested in this area of work after this trip (or after listening to this person)? Why?
12. What job opportunities did this person talk about?

Suggested learning activities:

1. General discussion
2. Small group "buzz" sessions
3. Role-playing
4. Projects (individual or group)
   a) Notebook or scrapbook (business vocabulary with definitions)
   b) Written or oral report on topic of special interest
   c) Visual presentation - flannel board, bulletin board, posters, graphs, charts, etc.
5. Develop a career project.

TEACHER CHECKLIST FOR USING COMMUNITY RESOURCES

Resource People

Contact by telephone well in advance.
Identify yourself.
Make your request.
Give subject of talk.
Communicate the guidelines.
Mention the number of students involved and their grade level.
Determine whether any special equipment is needed.
Give date and time, school location, room number, and room location.
Provide parking for your guest. Check your school regulations about the need for parking permits and the location of guest parking. Have a student greet the speaker and escort him to and from the room location.
Contact by letter.
Follow-up with a "thank you" letter.

Field Trips

Contact by telephone well in advance.
Identify yourself.
Make your request.
Communicate the guidelines.
Mention the number of students involved and their grade level.
Agree on date and time of visit.
Find out the exact location of the facility.
Determine whether there are special parking regulations.
Contact by letter.
Follow-up with a "thank you" letter.
Check with your local school regarding field trip regulations.

Preparation

Orient your students prior to the trip. Talk with them about:

Dress (appropriate clothing, etc.)
Behavior (such as smoking)
What is expected
What to look for
Provision for meals
Transportation

APPENDIX C

GUIDELINES FOR FIELD TRIPS

	Page
Guidelines for Field Trips	C-1

APPENDIX C

GUIDELINES FOR FIELD TRIPS

(Sample letter confirming field trip)

Dear _____:

This is to confirm arrangements for our field trip with you to _____(place)_____ on _____(date)_____ at __(hour)__.

As you are aware, this class is made up of ninth grade boys and girls enrolled in our Exploring Business Careers course. The purpose of the course is to inform students of the wide range of career opportunities in business and to alert them to the skills, abilities, and attitudes needed by business workers. For your information, the students have just completed /or/ are now studying a unit dealing with _____(field)_____.

Students of this age seem to benefit more from observation of actual business operations than from lecture or a general discussion. It is suggested that:

1. A simple, non-technical approach be used.
2. Career opportunities be highlighted.
3. Handouts be supplied, if available and appropriate.
4. Educational requirements and personal qualities needed to qualify for jobs in the field be described.
5. Opportunity be given for questions and answers. (You may expect very direct questions from students of this age.)

According to our arrangement, the group should be finished with the tour by __(hour)__.

It is hoped that this information will be helpful to you as you plan for our visit. If you have questions, you may contact me at _____.

Sincerely,

(Signature)

John Jones

APPENDIX D

SUGGESTED FIELD TRIPS

	Page
Suggested Field Trips	D-1

APPENDIX D

SUGGESTED FIELD TRIPS

Place	Applicable Occupational Areas: Data Proc.	Steno-graphic	Bookkeeping and Acctg.	General Clerical	Merchan-dising	Bus. Mgt.	Contact Information	Other Information
AEC	X	X		X			Martin Moon Germantown Office 973-1000, x3335	
Board of Education	X	X	X	X		X	Contacts: Data Proc. Stenographic Dorothy Bradley Bkpg. & Acct. - Edward Lewin Gen. Clerical - Alfred Rico (Payroll) Anton Suttora (Procurement)	
Fairchild Industries				X			C. W. North, Jr. Public Relations 948-9600 x786	
General Motors	X					X	Chevrolet Div., Baltimore, Md. Mr. Galliver (301) 276-6000 x351	Computer Organized Assembly 1-1/2 Mo. Notice 9 a.m. or 12:30 p.m. Max. No.: 50

Place	Applicable Occupational Area: Data Proc.	Steno-graphic	Bookkeeping and Acctg.	General Clerical	Merchan-dising	Bus. Mgt.	Contact Information	Other Information
Giant Super Market				X	X	X	Barry Scher 341-4711	Tuesday only or other days by arrangement Max. No.: 25-30
GEICO	X			X			DeWayne C. Cuthbertson 656-1000	Data Processing Robert Springer
IBM Data Center							Data Center 1801 K Street Washington, D.C. Ron Byrd 833-6310	Max. No.: 30 Requires 1 mo. notice; Tour lasts 1 hr.
IBM Federal Systems	X	X					18100 Frederick Pike Delores Heck 840-0111	Requires 1 or 2 weeks' notice; 1-1/2 hour tour Max. No.: 15 Unusual Equipment
National Bureau of Standards		X		X				
Sears Roebuck & Co.				X	X			Select Montgomery Mall or White Oak Store

Place	Applicable Occupational Area: Data Proc.	Steno-graphic	Bookkeeping and Acctg.	General Clerical	Merchan-dising	Bus. Mgt.	Contact Information	Other Information
Suburban Trust Co			X	X			Jim Stone Hyattsville Branch 270-7162	Trips scheduled for May and October only. Requires 2 Month notice Max. No.: 40 Request visit to local branch.
Vitro Laboratories	X	X	X	X		X		
Woodward and Lothrop			X	X	X	X		

APPENDIX E

A SELECTION OF CAREER OPPORTUNITIES IN BUSINESS

	Page
Bookkeeping and Accounting	E-1
Business Management	E-2
Data Processing	E-3
General Clerical	E-4
Merchandising	E-6
Stenography	E-7
Typewriting	E-8
Selected Titles of Business Occupations	E-10
Chart of Career Occupations	E-11

APPENDIX E

A SELECTION OF CAREER OPPORTUNITIES IN BUSINESS

BOOKKEEPING AND ACCOUNTING

ACCOUNTING CLERK: Records and checks, most transactions relating to payrolls, accounts payable, accounts receivable, cash receipts, cash payments, inventories, and other business operations.

AUDITOR: Examines and analyzes accounting records of establishment and prepares reports concerning its financial status and operating procedures. Reviews data regarding material assets, liabilities, net worth, capital stock, surplus, income, and expenditures. Inspects items in books of original entry to determine if proper procedures in recording transactions were followed. Counts cash on hand, inspects negotiable securities, notes receivable and payable, and canceled checks. Reports to management concerning work completed. May make recommendations for improvement.

BOOKKEEPING CLERK: Keeps records of financial transactions of the business: verifies and enters details of transactions as they occur or in chronological order in account and cash journals. Summarizes details on separate ledgers, using adding machines; and transfers data to general ledger. Balances books, and compiles reports to show statistics. Calculates employee wages, and makes up checks or withdraws cash from bank for payment of wages.

BOOKKEEPING MACHINE OPERATOR: Records complete set of records of financial transactions of establishment, using bookkeeping machine. May operate other office machines such as adding and calculating machines.

BUDGET CLERK: Records income and expenses, and compares them with the budget; prepares reports for management personnel responsible for budget control.

CERTIFIED PUBLIC ACCOUNTANT (C.P.A.): Has passed a special examination in accounting which gives him/her legal authority to certify that any financial statements he/she prepares is correct.

CONTROLLERS (comptroller): Directs financial affairs of an organization--Prepares financial analysis of operations for guidance of management. Establishes major economic objectives and policies for company. Prepares reports which outline company's financial position in areas of income, expenses, and earnings, based on past, present, and future operations. Directs preparation of budgets and financial forecasts. Determines depreciation rates to apply to capitalized items. Prepares governmental reports. Advises management on desirable operational coverage for protection against property losses and potential losses.

COST CLERK: Assigns and records actual costs to various records; may be responsible for estimating some of the costs.

GENERAL BOOKKEEPER: Verifies and enters details of transactions; summarizes details on separate ledgers; transfers data to general ledger; balances books; compiles reports to show statistics pertaining to the operation of a business; and may complete books through the trial balance.

GOVERNMENT TAX EXPERT: Accountants who supervise the collection of taxes and audit the books of taxpayers.

JUNIOR AUDITOR: Assists auditor in the various processes such as examining and analyzing accounting records of establishments; helps in the preparation of reports on financial status and operation procedures.

JUNIOR ACCOUNTANT: Checks additions, postings, and vouchers; analyzes accounts and prepares statements.

POSTING CLERK: Records business transactions in journal, ledgers, and on special forms; and transfers entries from one accountant record to another--records information such as date, address, identification number, disposition of correspondence, purchase orders, invoices, or checks. May operate calculating machine or adding machine to compute debits and credits. May be designated according to type of accounting book in which entries are made.

PUBLIC ACCOUNTANT: Does accounting work for other people instead of being employed by just one business.

TELLER: Receives and pays out money; keeps records of money and negotiable instruments involved in various bank transactions; and performs any combination of banking tasks.

BUSINESS MANAGEMENT

ADMINISTRATIVE ASSISTANT: Helps the executive in various ways such as doing special studies on personnel, budget, or reporting procedures. Duties depend upon the position of the executive. May be responsible for supplies or employee records.

ASSISTANT DEPARTMENT MANAGER: Helps department manager plan displays; builds and fills displays of the stock sold in the department; has inventory responsibilities; is in charge of department in manager's absence.

CREDIT ANALYST: Analyzes credit data to estimate degree of risk involved in lending money to firms or individuals; does research on credit information, and prepares report.

CREDIT MANAGER: Manages the company's department that specializes in checking credit application of customers. He/she is concerned with credit interviews, credit investigations, and keeping corresponding records.

DIRECTOR OF RESEARCH: Directs research studies; controls surveys; designs questionnaires; and tabulates data that are interpreted and used to project meaningful forecasts.

DIRECTOR OF SERVICES: Is in change of the store building; directs building maintenance, warehousing, elevator, and air-conditioning upkeep; is in charge of electrical system; arranges for storage of merchandise liaison with trucking firm that delivers merchandise to customers.

DISTRICT MANAGER: Is responsible for profitable operation of several stores in a chain in a given geographical area.

JUNIOR STATISTICIAN: Assists statistician in making surveys and organizing and interpreting data; applies statistical theory and methods to provide usable information in a scientific way.

LABOR RELATIONS DIRECTOR: Negotiates labor contracts, handles collective bargaining cases, and helps other top executives set labor relations policies for the company.

PERSONNEL DIRECTOR: Manages the personnel department; hires personnel; and works with the testing director, wage and salary administrator, and employee services director.

PUBLIC RELATIONS MANAGER: Is concerned with promoting. Develops promotional materials to assist dealers and distributors in planning effective sales campaigns to promote firm's products. Advises dealers and distributors concerning sales techniques in attempting to eliminate difficulties encountered in retailing merchandise. May train company or distributor personnel in methods of servicing and merchandising products.

PURCHASING MANAGER: Handles negotiating and contracting for the purchase of equipment, products, and supplies for industrial plants utilities, governmental units, or similar establishments, and for the purchase of merchandise for resale; determines quantity to be purchased, costs, delivery dates, contract conditions, sources of supply, and taking inventories.

DATA PROCESSING

ANALYST: Plans, schedules, and coordinates the activities which are required to develop systems for data processing. Also obtains solutions to complex business, scientific, and engineering problems. Is likely to work in a large city and with large organizations.

COMPUTER OPERATOR: Operates the computer; loads programs; maintains surveillance of program progress; establishes and maintains records of equipment use.

DATA TYPIST: Converts alphabetic, alphameric, or numeric data into coded form on punched cards or on magnetic or paper tapes. Loads cards or reels into machines. Moves switches to operate machines. Types computer programs in input data on machines that convert data into punched holes or magnetic impulses. Proofreads and corrects errors. May insert tape or cards into reader attachment for automatic duplication of letters or records.

FILE CLERK (Data Processing): Pulls from and files master punched cards into tub files in the data processing area.

KEY PUNCH OPERATOR: Operates alphabetic and numeric key punch machine to transcribe data from source material onto punched cards and produces prepunched data. Uses program drum card to control automatic duplicating and skipping on constant data. Checks accuracy of punches with card gauge. Removes card jams. Observes malfunctions and notifies supervisor. Tends machines that automatically sort, merge, or match punched cards into specified groups.

PERIPHERAL EQUIPMENT OPERATOR: Operates unit record and other equipment used in support of the central processing unit. This may include data conversion units required in data preparation for computer utilization or activities completely independent of computer influences.

PROGRAM CODER: Assigns classifications to accounts in preparation for computing machine operation.

PROGRAMMER: Prepares the detailed instructions for the computer. Is likely to be employed by the federal government or by a large corporation. Must have an aptitude for logical thinking and be extremely accurate.

SYSTEMS ANALYST: Studies and implements new applications and procedures; involved in all steps from feasibility studies (technical, economical, and operational) to systems design and implementation.

TAB MACHINE OPERATOR OR UNIT RECORD MACHINE OPERATOR: Operates machine that processes data from tabulating cards into printed records. Wires and installs tabulating machine control panel or inserts prewired control panel. Positions stacks of cards to be tabulated and starts machine. Observes machine for malfunctioning, removes jammed cards, routes processed cards to next work station, files cards, and operates other machines.

VALIDATION CLERK: Looks for error items, finds out what is wrong, corrects error, and re-enters data into the system. Sorts and operates other tabulating equipment. Performs clerical duties such as checking invoices.

VERIFIER: Verifies accuracy of data punched on tabulating cards using keyboard type of machine that rejects incorrectly punched cards. Places punched cards in machine. Depresses keys in same sequency required to punch cards. Removes incorrectly punched cards as indicated by light or by key that will not depress. Punches corrected card using key punch machine.

GENERAL CLERICAL

ADDRESSING MACHINE OPERATOR: Operates machine to print addresses, code numbers, and similar information on items such as envelopes, accounting forms, and advertising literature; positions plates, stencils, or tapes in machine magazine, and places articles to be addressed into loading rack.

CASHIERS: Includes occupations concerned with receiving and disbursing money in establishments other than banks. Most occupations involve use of adding machines, cash register, and change makers.

CORRESPONDENCE CLERKS: Includes occupations concerned with composing correspondence and related items for the purpose of obtaining or giving information.

DUPLICATING-MACHINES OPERATOR: Makes copies of data by means of machines. Machines frequently used are Dual Lith, Multilith, Mimeograph, and Xerox.

FILE CLERK: Records and retrieves data, including classifying, sorting, and filing correspondence, records, and other data.

GENERAL CLERK: Performs a variety of clerical duties, utilizing knowledge of systems and reports including copying data, and compiling records and reports; tabulating and posting data in record books; providing information and conducting interviews; operating office machines; and handling mail and correspondence.

MAIL CLERK: Runs errands; sorts and delivers letters, packages, and messages; furnishes workers with clerical supplies; and performs similar routine tasks in an office.

MAIL PREPARING AND MAIL HANDLING MACHINE OPERATOR: Runs automatic equipment which handles incoming and outgoing mail. (Only in offices which handle a very large volume of mail does this work require a full-time operator.)

OFFICE DUPLICATING OPERATOR: Reproduces handwritten matter by use of duplicating machines and devices.

OFFICE MACHINES OPERATOR: Operates some of the more common types of general office machines. Many of these workers have job titles taken from the kinds of equipment they use.

PBX TELEPHONE SWITCHBOARD OPERATOR: Operates company private branch exchange telephone switchboard to relay incoming, outgoing, and interoffice calls. Operates equipment related to telephone communication. May supply information to callers and record messages. May keep record of calls and toll charges. May operate system to page employees.

PERSONNEL CLERKS: Includes occupations concerned with assisting job seekers to fill out employment application forms; supplying information regarding company hiring policies or requirements; investigating applicant's work history to determine suitability for employment; and compiling and keeping current employment records such as recruitment, training, promotion, attendance, retirement, and discharge of employees.

RECEPTIONIST--GENERAL: Meets the public through answering telephone and information requests; gives directions to offices and locates employees; keeps records of callers; makes appointments; and interviews people to secure required data. Additional duties may include a variety of clerical and miscellaneous duties pertinent to the type of establishment.

RECEPTIONIST--MEDICAL: Receives, directs, and instructs patient in office of physician, dentist, or other health service. Makes and confirms appointments, and answers inquiries through personal conferences or by telephone. May assist doctor, dentist, etc., in housekeeping, record keeping, and miscellaneous duties pertinent to the type of establishment.

RECEPTIONIST--PBX SWITCHBOARD OPERATOR: Performs duties of operating a PBX telephone switchboard in conjunction with responsibilities of a receptionist. Additional duties may include a variety of clerical and miscellaneous duties pertinent to the type of establishment.

TELEPHONE ANSWERING SERVICE OPERATOR: Operates cord or cordless switchboard to provide answering service for clients. Greets caller and announces name or phone number of client. Records and delivers messages, furnishes information, accepts orders, and relays calls. Places telephone calls at request of client and or to locate client in emergencies. Date-stamps and files messages.

TELEPHONE SOLICITOR: Solicits orders for merchandise or services over telephone. Calls prospective customers to explain type of service or merchandise offered. Quotes prices and tries to persuade customer to buy, using prepared sales talk. Records names, addresses, purchases, and reactions of prospects solicited. Refers orders to the other workers for filing. May develop lists of prospects from city and telephone directories.

TELEPHONE SWITCHBOARD OPERATOR: Operates telephone switchboards and similar equipment for relaying incoming and interoffice calls; establishes connections between subscribers; supplies information and calculates charges; and operates telegraph and similar equipment for transmitting and receiving messages.

TELLERS: Includes occupations concerned with disbursing and receiving money and recording transactions. As a payroll teller, handles payrolls and problems connected with them.

MERCHANDISING

ADVERTISING MANAGER: Writes advertising copy; prepares ad layouts and materials for promotion; works closely with merchandising personnel to coordinate ads with product suppliers, displays, and in-store promotion.

ADVERTISING SALESMAN (Sometimes called Space Buyer): Responsible for purchasing and reselling space in various publications, securing a wide variety of advertising, preparing proper contracts, and assisting in planning suitable advertising campaigns.

ASSISTANT SERVICE MANAGER: Helps service manager prepare checkout area and displays; checks out customer's checks; assists in supervision of checkers and baggers; in charge, in absence of service manager.

BROKER: Sells packer's line of products to any of the following groups: (1) hospitals, restaurants, institutional outlets, etc.; (2) food distributors; (3) independent grocery stores and chains.

BUYER (retailing): Selects and orders merchandise from manufacturer through visits to showrooms; trains employees in department; prices items for sale; authorizes payment of invoices or return of merchandise.

BUYER (wholesaling): Determines source of supplies; orders merchandise and works with suppliers, salesmen; responsible for all inventory and incoming merchandise; in charge of assistant purchasing agent.

DISPLAY ASSISTANT: Usually employed by a retail establishment such as a department store; works on window displays and floor displays throughout store.

DISPLAY SPECIALIST: Plans and develops promotion with retail displays; works on a salary basis and does not sell.

MERCHANDISE CLERK: High school graduates or others with no previous retailing experience often begin in one of the many clerical positions within the store--typist, secretary, billing or credit clerk, stock clerk, etc. In such a position, the beginner learns much about the operation of the store.

PERSONAL SHOPPER: Escorts shopper through store to aid in selecting and purchasing merchandise; may fill telephone or mail orders.

ROUTING CLERK: Allocates freight tonnage and schedules routes; investigates reasons for delays; determines the best route or method for the freight, refrigerator, etc., and dispatches; makes sure that schedules are maintained; determines changes to be made in schedules.

SALESPERSON: Helps customers select apparel on the sales floor; writes up sale and stores sales record tickets; may be involved in inventory. (An entry level position for those with no previous store experience.)

STORE MANAGER: Coordinates entire operation; in charge of department managers and assistant store manager; plans in-store promotion; works to maintain good customer and community relations; hires store personnel; responsible for operating the store at a profit.

TRAFFIC MANAGER: Must have thorough knowledge of all federal and state transportation laws and regulations, rate structures, and inherent advantages of each mode of transportation; manages all activities concerning the movement of goods, both inbound and outbound, for a transportation or commercial company.

VENDING ROUTE MAN: Fills vending machines and collects money; encourages customers to put in additional machines; reports machine trouble to vending company service department.

WAREHOUSE MANAGER: Directs entire warehousing operation of store; established receiving, handling, and storing procedures; responsible for physical condition of warehouse and equipment; hires and schedules warehouse employees.

WHOLESALER: Manages enterprise which buys merchandise from manufacturers in large lots and resells it to retailers in smaller quantities; authorizes purchase of stock; supervises workers; keeps retail customers informed of new developments in the market; may direct grading and standardizing of merchandise.

STENOGRAPHY

ADMINISTRATIVE SECRETARY: Prepares income tax reports for employer; gathers information for monthly board meetings; prepares payrolls and budgets; keeps confidential personnel records; dictates letters and memorandums for other secretaries or stenographers to transcribe; trains and supervises other secretaries and clerical employees.

CLERK STENOGRAPHER: (Most beginning stenographers are classified as clerk stenographers.) Takes dictation in shorthand of correspondence, reports, and other matter; and transcribes dictated material, using the typewriter. Performs variety of clerical duties. May transcribe material from voice machines.

JUNIOR SECRETARY: Maintains a follow-up file; makes travel and hotel reservations; prepares trip itineraries; requisitions supplies; keeps expense records of employer's travels in addition to the above activities.

LEGAL SECRETARY: Works for an attorney, a law firm, or a legal department in an organization. Is an executive assistant, and needs to produce extremely accurate work.

MEDICAL SECRETARY: Often writes correspondence, types reports, completes forms, and works with a variety of materials. This occupation is found in hospitals, medical clinics, sanitoriums, nursing homes, public health departments, insurance firms, and private doctors' offices.

SECRETARY: Takes dictation and transcribes notes; does general filing; makes appointments; answers telephones and routes callers; reads and sorts mail; keeps a record of appointments; types from employer's longhand notes; takes dictation directly on the typewriter; maintains a clipping file or scrapbook; marks articles to be clipped; does mimeographing; operates adding or calculating machines.

SENIOR SECRETARY: Assists with preparation of reports; composes routine written communications from oral instructions; sees customers and meets the public; gathers information for reports; makes digests of articles, letters, or books for employer; gathers material for speeches.

STENOGRAPHER: Takes dictation and transcribes notes; may do some filing; may answer telephones and route callers; may do routine clerical work.

TECHNICAL SECRETARY: Works for scientists in such fields as chemistry, physics, mathematics, and biology, or for a programmer data analyst. Also acts as an administrative assistant.

TYPEWRITING

AUTOMATIC TYPEWRITER OPERATOR: Operates equipment such as the Robotyper and the IBM Magnetic Tape Selectric Typewriter (MTST). Encodes tapes, and programs this equipment for special applications.

CLERK TYPIST: A clerk-typist has a greater variety of other clerical duties to perform in addition to typing. Performs general clerical work requiring use of typewriter in majority of duties: (1) compiles and types reports, bills, application forms, shipping tickets, and other matter from clerical records; (2) files records and reports; (3) posts information to records; (4) sorts and distributes mail; (5) answers telephone; (6) and computes amounts using adding machine.

FORMS TYPIST: Types information in the appropriate blanks on previously printed forms such as insurance policies, waybills, mortages, and legal documents.

MAIL PREPARING AND MAIL HANDLING MACHINE OPERATOR: Runs automatic equipment which handles incoming and outgoing mail. (Cnly in offices which handle a very large volume of mail does this work require a full-time operator.)

PERFORATOR TYPIST: Operates equipment such as the Flexowriter and Justowriter which punch or perforate paper tapes according to a readable code that can be fed into related equipment for additional processing or storage.

STATISTICAL TYPIST: Obtains data and makes the necessary computations for reports of a rather complex nature. Types and distributes these reports and may be required to duplicate them.

STENCIL TYPIST: Spends majority of time typing duplicating masters for use on fluid, stencil, and offset duplicators. Makes corrections and insures quality of work for multiple copies.

TELEGRAPHIC TYPEWRITER OPERATOR: Operates a machine basically the same as a typewriter that is connected to a similar machine in another geographic location, making written messages capable of transmission.

TRANSCRIBING MACHINE OPERATOR: Transcribes information dictated at an earlier time from voice-writing equipment into typewritten form. (Dictation may have been recorded on plastic belts, magnetic belts, magnetic tapes, wire, or plastic discs.)

TYPIST: Spends most of the time typewriting as the main job assignment--typing letters, reports, stencils, forms, addresses, or other straight-copy material from rough draft or corrected copy. May verify totals on report forms, requisitions, or bills, May operate duplicating machines to reproduce copy.

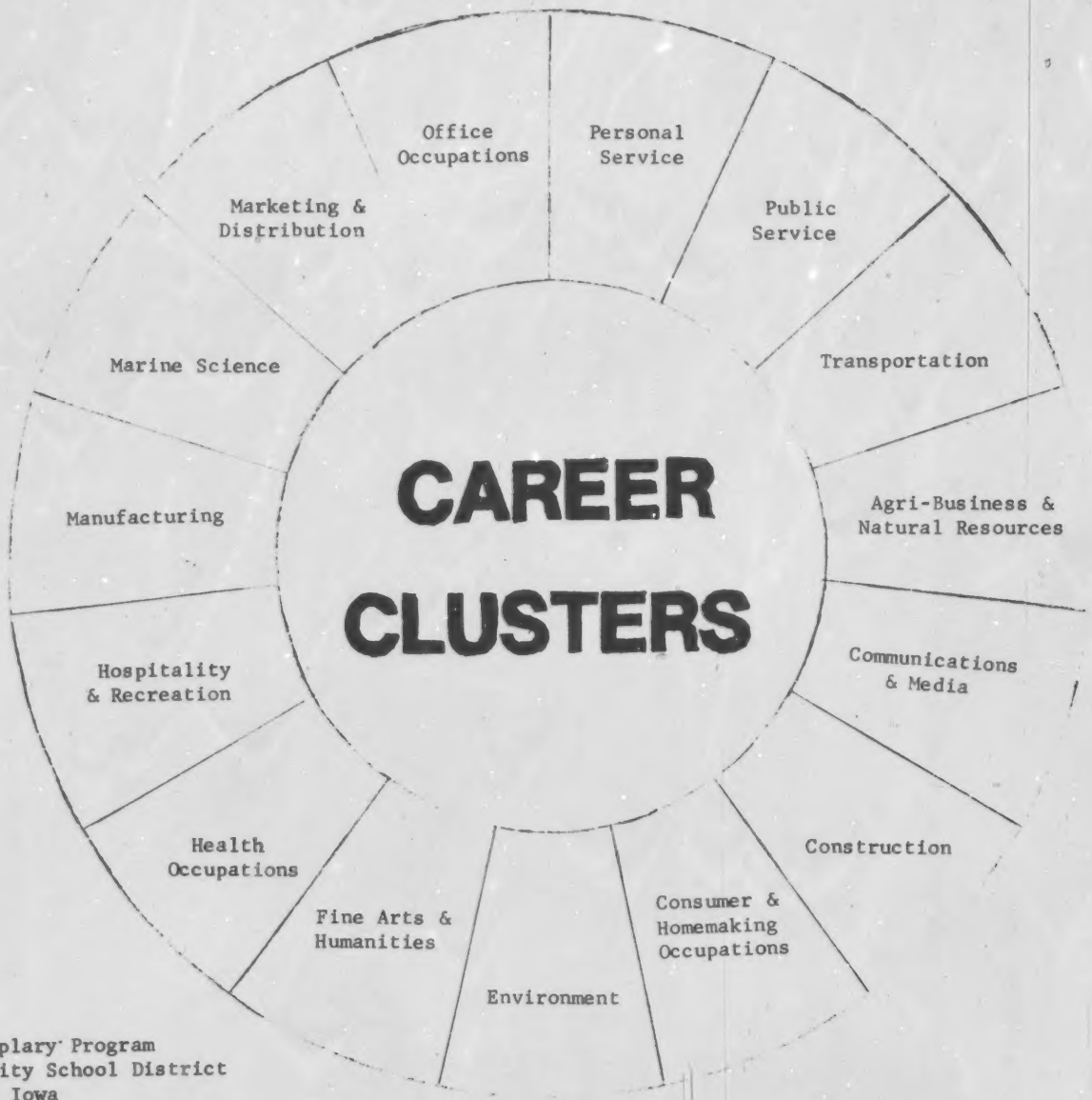
VARI-TYPIST: Operates a Vari-Typer, which is a proportional spacing machine that can automatically justify right margins. (Machine is capable of using approximately 1,000 different type sizes and styles in addition to variable vertical spacing. Vari-Typer is a rather technical machine used to prepare master copies of business forms and special announcements and is frequently found in letterpress shops and in-house duplicating centers.)

SELECTED TITLES OF BUSINESS OCCUPATIONS*

Account Analyst
Account Executive
Accountant
Accountant, Certified Public (CPA)
Accountant, Cost
Accountant, Tax
Accounting Clerk
Actuarial Clerk
Adding Machine Operator
Addressing Machine Operator
Adjustment Clerk
Administrative Assistant
Administrative Secretary
Administrator, Social Welfare
Advertising Copy Writer
Advertising Layout Man
Advertising Solicitor
Advertising Space Measurer
Airplane Dispatch Clerk
Amalgamator
Audit Clerk
Auditor
Balance Clerk
Bank Cashier
Billing Clerk
Bond Clerk
Booking Agent
Bookkeeper
Budget Clerk
Business Agent
Calculating Machine Operator
Cashier
Catalog Clerk, Supply
Classified Ad Clerk
Clearinghouse Clerk
Clerk Typist
Code Clerk
Coding Clerk
Comparison Shopper
Console Operator
Control Clerk
Cost Clerk
Counter Clerk
Coupon Collection Clerk
Court Reporter
Credit Man
Data Typist
Digital Computer Operator
Demurrage Clerk
Director
Duplicating Machine Operator
Electrotyper
Executive Chief
File Clerk
Files, Searcher/Researcher
Fiscal Clerk
Foreman
General Clerk
Girl Friday
Hospital Administrator
Indexer
Inventory Audit Clerk
Inventory Clerk
Job Analyst
Key Punch Operator
Law Clerk
Leader
Linotype Operator
Mail Clerk
Mail Racker
Machine Records Unit Supervisor
Manager
Margin Clerk
Material Clerk
Medical Secretary
Messenger
Mimeograph Operator
Mutuel Clerk
Pari-Mutuel Clerk
Payroll Clerk
Property and Supply Clerk
PBX Operator
Personnel Clerk
Post Office Clerk
Principal
Processor
Programmer
Proofreader
Purchasing Agent
Receiver
Records Analyst
Recorder
Salesman
Secretary
Shipping Clerk
Shopper
Solicitor
Sorter
Sorting Machine Operator
Stapler
Statistical Clerk
Stencil Cutter
Stenographer
Stenotype Operator
Stereotyper
Stock Clerk
Stock Control Clerk
Storekeeper
Superintendent
Supervisor
Supply Clerk
Switchboard Operator
Tabulating Machine Operator
Telefax Clerk
Telegraph Typewriter Operator Chief
Teletype Operator
Teller
Travel Clerk
Typist
Typographer
Vari-Typist
Verifier Operator
Warehouseman
Wholesaler
Xerography Operator

*Lovejoy, Clarence E. Lovejoy's Career and Vocational School Guide, Third Edition. New York: Simon and Schuster, 1967.

Chart of Career Occupations



Adapted from:
Career Education Exemplary Program
Council Bluffs Community School District
Pottawattamie County, Iowa

APPENDIX F

SUPPLEMENTARY PROBLEMS FOR BOOKKEEPING AND ACCOUNTING

	Page
Journalizing	F-1
Summary Project	F-3
Supplementary Problem for Handling Accounts Receivable	F-10
Supplementary Problem for Handling Accounts Payable	F-15

SUPPLEMENTARY PROBLEMS FOR BOOKKEEPING AND ACCOUNTING

JOURNALIZING

The transactions listed below are for John Owens, a Certified Public Accountant, who receives his income from fees for professional accounting services. In journalizing, remember that each transaction must be recorded on a separate line in the journal. Be sure that total debits for the transactions are always equal to the total credits.

March 1 - Paid $110.00 for March office rent
1 - Paid $15.00 for parking space for the automobile
2 - Performed accounting work for Mr. John J. Jones, $125.00 on account
2 - Invested $800.00 in the business
3 - Received $200.00, for accounting services
4 - Paid $25.00 for office supplies
5 - Paid $6.10 for gas and oil for automobile
5 - Received $175.00, for accounting services
8 - Paid $11.00 for telephone bill
9 - Bought $30.00 worth of office paper from J. Smith on account
9 - Received $200.00, for accounting services
10 - Received $125.00 on account from Mr. John J. Jones for services of March 2
10 - Paid $5.90 for gas and oil for automobile
11 - Performed accounting work for Acme Theater, $250.00 on account
12 - Bought $40.00 worth of professional supplies from Edison Co. on accounts
12 - Received $75.00, for accounting services
15 - Paid $30.00 on account to J. Smith
15 - Paid $21.00 electric bill
16 - Received $40.00 for accounting services
17 - Performed accounting work for Ton's Hardware, $150.00 on account
17 - Paid $6.50 for gas and oil for automobile
18 - Paid $20.00 for advertising in local newspaper
19 - Received $40.00 for accounting services
19 - Received $250.00 on account from Acme Theater for services of March 11
22 - Paid $8.00 for postage stamps
22 - Bought $50.00 worth of office paper from J. Smith on account
23 - Performed accounting work for Dr. Miller, $125.00 on account
23 - Paid $5.10 for gas and oil for automobile
24 - Paid $40.00 on account for Edison Co.
25 - Received $135.00 for accounting services
26 - Paid $25.00 to have offices cleaned
26 - Received $150.00 for accounting services
30 - Paid $12.50 for new accounting magazines
31 - Received $450.00 for accounting services
31 - Paid $400.00 salary of helper

John Owens
Combination Journal

(Solution) - Supplementary Problem for Journalizing.

Date 19--	Explanation	Post Ref.	Cash Dr.	Cash Cr.	Accounts Receivable Dr.	Accounts Receivable Cr.	Accounts Payable Dr.	Accounts Payable Cr.	Owner's Equity	Expenses Dr.	Income Cr.
Mar 1	Office Rent			110 00						110 00	
1	Parking for automobile			15 00						15 00	
2	Accts Rec. / J. J. Jones				125 00						125 00
2	Invested Cash		800 00						800 00		
3	Cash Income		200 00								200 00
4	Office Supplies			25 00						25 00	
5	Auto Expenses			6 10						6 10	
5	Cash Income		175 00								175 00
8	Telephone bill			11 00						11 00	
9	Office paper Accts Pay. N. Smith						30 00			30 00	
9	Cash Income		200 00								200 00
10	Accts. Rec. / J. J. Jones		125 00			125 00					
10	Auto Expenses			5 90						5 90	
11	Accts Rec / Acme Theater				250 00						250 00
12	Accts. Pay. / Edison Co.						40 00			40 00	
12	Cash Income		75 00								75 00
15	Accts. Pay. / J. Smith			30 00				30 00			
15	Effects on hand			21 00						21 00	
16	Cash Income		40 00								40 00
17	Accts. Rec. / Tom's Hardware				150 00						150 00
17	Auto Expenses			6 50						6 50	
18	Advertising in newspaper			20 00						20 00	
19	Cash Income		40 00								40 00
19	Accts. Rec. / Acme Theater		250 00			250 00					
22	Postage Stamps			8 00						8 00	
22	Accts. Pay. / J. Smith						50 00			50 00	
23	Accts. Rec. / D. Miller				175 00						175 00
23	Auto Expenses			5 10						5 10	
24	Accts. Pay. / Edison Co			40 00				40 00			
25	Cash Income		135 00								135 00
26	Office cleaned			25 00						25 00	
26	Cash Income		150 00								150 00
30	Accounting books magazines			17 50						17 50	
31	Cash Income		450 00								450 00
31	Salary of helper			400 00						400 00	
			2640 00	741 10	650 00	375 00	70 00	120 00	800 00	741 10	2115 00

Proving Totals	
	2640.00
	650.00
	70.00
	741.10
	4101.10
	375.00
	120.00
	800.00
	2115.00
	4101.10

F-2

75

Instruction #1:

Record the transactions in the combination journal.

Instruction #2:

Pencil foot each column and prove the equality of debits and credits. If they are equal, enter totals in ink and double rule the amount columns.

SUMMARY PROJECT

The Smith Floor Service is owned and operated by Norman Smith. Mr. Smith has the following assets and liabilities on March 1, of the current year:

Assets:		Liabilities:	
Cash	$2,500.00	Accounts Payable	$400.00
Accounts Receivable	300.00		
Office Equipment	250.00	Owner's Equity	
Service Equipment	800.00	Norman Smith, Capital	?
Truck	2,000.00		

Instructions:

1. From the above information, find the owner's equity; then prepare a balance sheet for Mr. Smith. (Illustration of Balance Sheet on page 71 of the text Exploratory Business.)

2. Open the following ledger accounts from the Chart of Accounts.

Chart of Accounts

Assets		Liabilities	
Cash	101	Accounts Payable	201
Accounts Receivable	102		
Office Equipment	103	Owner's Equity	
Service Equipment	104		
Truck	105	Norman Smith, Capital	301
Expenses		**Income**	
Supplies Expenses	501	Service Income	401
Advertising Expense	502		
Truck Expense	503		
Miscellaneous Expense	504		

3. Enter the balances of your assets, liabilities, and owner's equity to the proper accounts.

Illustration:

Cash				101
19-				
March 1	Balance	2,500.00		

NOTE: This instruction must be explained and illustrated since the opening entry is not recorded nor posted.

4. Record the transactions listed below for Mr. Smith in the combination journal. Note the new headings that are used for this project. Instead of putting the expenses in one amount column, we are separating the expenses into four groups:

Supplies Expense	- for supplies used in business operation
Advertising Expense	- for newspaper advertising
Truck Expense	- for cost of operating truck (gas)
Miscellaneous Expense	- all other business expenses, such as rent, wages

In journalizing, remember that each new transaction must be recorded on a separate line in the journal. Be sure that the total debits for the transactions are always equal to the total credits.

March 1 - Paid $75.00 cash for the March rent
3 - Received $100.00 on account from a customer for repairing his damaged floor
6 - Bought shop supplies for $150.00 on account from George's Supply Company
7 - Received $50.00 cash for installing a tile floor
8 - Received $150.00 cash in payment of accounts receivable from Joe's Repair Shop. (Credit: Accts. Receivable)
8 - Paid $15.00 cash to newspaper for ad
10 - Paid $50.00 cash to wages to the helper
10 - Paid $12.00 cash for gas for the truck
12 - Paid $30.00 cash for supplies used in the business
13 - Received $100.00 cash for services performed
15 - Paid $100.00 cash to the Acme Supply Co. on account. (Debit: Accts. Payable)
17 - Paid $40.00 cash for supplies
17 - Did a refinishing job for $200.00 on account for Jane's Beauty Shop. (Debit: Acct. Receivable; Credit: Income)
19 - Received $30.00 cash for repairing a floor
20 - Paid $5.00 cash for postage stamps. (Debit: Miscellaneous Expense)

Instruction 4 - Journalizing
" 5 - Prove totals (Debits = Credits)
" 6 - Post totals

Smith Flow Service
Combination Journal

(Must insert column headings)

Cash Dr.	Cash Cr.	Date		Explanation	Ref. No.	Accounts Receivable Dr.	Accounts Receivable Cr.	Accounts Payable Dr.	Accounts Payable Cr.	Owner's Equity	Supplies Expense	Advertising Expense	Truck Expense	Miscellaneous Expense	Service Income
	7500	Mar.	1	Rent for March										7500	
10000			3	Cash Income											10000
	15000		6	Shop supplies							15000				
5000			7	Cash Income											5000
15000			8	Accts. Rec. / Joe's Repair Shop		15000									
	1500		8	Newspaper Advertising								1500			
	5000		10	Wages to helper										5000	
	1200		10	Gas for truck									1200		
	3000		12	Supplies							3000				
10000			13	Cash Income											10000
	10000		15	Accts Payable / Acme Supply Co.				10000							
	4000		17	Supplies							4000				
			17	Accounts Rec. / Jane's Beauty Shop		20000									20000
3000			19	Cash Income											3000
	500		20	Postage Stamps										500	
	1500		22	Newspaper advertising								1500			
7500			23	Cash Income											7500
	700		23	Telephone bill										700	
	20000		24	Accts Pay. / Gilda Mfg. Co.				20000							
	6000		24	Wages to helper										6000	
17000			26	Cash Income											17000
	2500		28	Supplies							2500				
20000			30	Cash Income											20000
	1800		31	Gas for Truck									1800		
			31	Supplies / A.B.C. Company					4500		4500				
30000			31	Invested Cash						30000					
112500	80200		31			20000	15000	30000	4500	30000	24000	3000	3000	18700	87500
(101)	(101)					(102)	(102)	(701)	(201)	(301)	(501)	(502)	(503)	(504)	(401)

Debit 2172.00
Credits 2172.00

78

T-5

Instruction #2 - Open Accounts (Solution) - Summary Project
3 - Record the balance
6 - Post totals
8 - Find acct. balance

Cash — 101

DATE	EXPLANATION	POST REF.	DEBIT	DATE	EXPLANATION	POST REF.	CREDIT
19–				19–			
Mar 1	Balance	✓	250000	Mar 31		J1	80200
31	2825.00	J1	112500 / 362500				

Accounts Receivable — 102

DATE	EXPLANATION	POST REF.	DEBIT	DATE	EXPLANATION	POST REF.	CREDIT
19–				19–			
Mar 1	Balance	✓	30000	Mar 31		J1	15000
31	3500.00	J1	20000 / 50000				

Office Equipment — 103

DATE	EXPLANATION	POST REF.	DEBIT
19–			
Mar 1	Balance	✓	2500.00

Service Equipment — 104

DATE	EXPLANATION	POST REF.	DEBIT
19–			
Mar 1	Balance	✓	8000.00

Truck — 105

DATE	EXPLANATION	POST REF.	DEBIT
19–			
Mar 1	Balance	✓	20000.00

Accounts Payable — 201

DATE	EXPLANATION	POST REF.	DEBIT	DATE	EXPLANATION	POST REF.	CREDIT
19–				19–			
Mar 31		J1	3000.00	Mar 1	Balance	✓	4000.00
				31	145.00	J1	145.00 / 4500.00

Norman Smith, Capital — 301

19-			
Mar. 1			545000
31		J1	30000
			575000

Service Income — 401

19-			
Mar. 31		J1	87500

Supplies Expense — 501

19-			
Mar 31		J1	29000

Advertising Expense — 502

19-			
Mar 31		J1	3000

Truck Expense — 503

19-			
Mar 31		J1	2000

Miscellaneous Expense — 504

19-			
Mar 31		J1	19700

Inst. #1 – Find owner's equity –

Assets –	Liabilities –	
2500.00	400.00	
300.00		5850.00
250.00		400.00
800.00	Owner's Equity –	5450.00
2000.00	5450.00	
5850.00		

Inst. #7 – Prove Cash

Cash Balance	#2500.00
Cash Debit total	1125.00
	#3625.00
Cash Credit total	802.00
	#2823.00

Instruction #8 - Trial Balance

Smith Floor Service
Trial Balance
March 31, 19-

Cash	101	282300	
Accounts Receivable	102	35000	
Office Equipment	103	25000	
Service Equipment	104	80000	
Truck	105	200000	
Accounts Payable	201		14500
Norman Smith, Capital	301		575000
Service Income	401		87500
Supplies Expense	501	29000	
Advertising Expense	502	3000	
Truck Expense	503	3000	
Miscellaneous Expense	504	14700	
		677000	677000

Instruction #10 - Balance Sheet

Smith Floor Service
Balance Sheet
March 31, 19-

Assets		Liabilities	
Cash	2823 00	Accounts Payable	14500
Accounts Receivable	350 00		
Office Equipment	250 00	Owner's Equity	
Service Equipment	800 00	Norman Smith, Capital 575000	
Truck	2000 00	Net Income 32800	
	6223 00	Total Owner's Equity	607800
Total	6223 00	Total	6223 00

22 - Paid $15.00 cash for ad in newspaper
23 - Received $75.00 cash for refinishing a floor
23 - Paid a $7.00 telephone bill. (Debit: Miscellaneous Expense)
24 - Paid $200.00 cash to the Gordan Manufacturing Company on account (Debit: Accounts Payable)
24 - Paid $60.00 cash in wages to the helper
26 - Received $120.00 cash for sealing a floor
28 - Paid $25.00 cash for supplies used in the business
30 - Received $200.00 cash for services performed
31 - Paid $18.00 cash for gas for the truck
31 - Bought $45.00 worth of supplies on account from A.B.C. Company
31 - Mr. Smith invested $300.00 in business

5. Prove the totals. Do the total debits equal the total credits?
6. Post the totals to the ledger accounts
7. Prove cash. Our cash balance shows that we have $2,823.00 in our checkbook and cash register.
8. Find the account balance and prepare a Trial Balance.
9. Prepare an income statement for March.
10. Prepare a balance sheet date March 31, 19__.

SUPPLEMENTARY PROBLEM FOR HANDLING ACCOUNTS RECEIVABLE

The Carr Company, wholesale grocers, have the following charge customers:

E.M. Alexander 3301 Memorial Drive, Pueblo, Colorado 81003	Credit limit Telephone	$ 1,000.00 928-4313
J.B. Bennett 905 South Walnut, Golden, Colorado 80401	Credit limit Telephone	$ 500.00 826-7548
Hogan Drugs 131 South Madison, Sterling, Colorado 80751	Credit limit Telephone	$ 750.00 826-6951
S.W. Hull 204 Jackson Street, Tucson, Arizona 85727	Credit limit Telephone	$ 1,000.00 124-1642
Ross Brothers Dixie Plaza, Denver, Colorado 80208	Credit limit Telephone	$ 500.00 852-1462
Shoemaker and Company 425 North High, Denver, Colorado 80206	Credit limit Telephone	$ 500.00 852-9832

As one of the accounting clerks for Carr Company, your duty is to post charge sales and cash receipts to the individual customer's account in the Accounts Receivable Ledger. The following transactions are for the month of March of the current year.

(Solution) Supplementary Problem for Handling Accounts Receivable

E M Alexander — Credit Limit

3301 Memorial Drive, Pueblo, Colorado 81003 — Telephone 928-4313

Date 19-	Explanation	Post Ref.	Debit	Credit	Balance
May 1			400 20		400 20
2			140 00		540 20
20			190 40		730 60
28				400 20	330 40

J. B. Bennett — Credit Limit

405 South Walnut, Golden, Colorado 80401 — Telephone

Date 19-	Explanation	Post Ref.	Debit	Credit	Balance
May 1			310 30		310 30
6			90 40		400 70
7				310 30	90 40
27			150 50		240 90

Hogan Drugs — Credit limit
131 South Madison, Sterling, Colorado 80751 — Telephone

DATE	EXPLANATION	POST REF.	DEBIT	CREDIT	BALANCE
19-					
Mar. 2			125 00		125 00
3			302 50		427 50
14				125 00	302 50
22			225 80		528 30

S. W. Hull — Credit limit
204 Jackson Street, Tucson, Arizona 85727 — Telephone

DATE	EXPLANATION	POST REF.	DEBIT	CREDIT	BALANCE
19-					
Mar 7			350 60		350 60
8			120 00		470 60
17			230 20		700 80
27				350 60	350 20
30			130 25		480 45

F-12

Ross Brothers
Dixie Plaza, Denver, Colorado 80208

Credit limit
Telephone 852-1462

DATE 19-	EXPLANATION	POST REF.	DEBIT	CREDIT	BALANCE
Mar. 1			32040		32040
3				32040	—
10			34575		34575
20				34575	—
21			11050		11050

Shoemaker and Company
425 North High, Denver, Colorado 80206

Credit limit
Telephone 852-9832

DATE 19-	EXPLANATION	POST REF.	DEBIT	CREDIT	BALANCE
Mar. 2			12030		12030
14			26010		38040
21				12030	26010
28			7500		33510
30				23510	10000

F-13

Catt Company
Schedule of Accounts Receivable
March 31, 19—

E. M. Alexander	330 40	
J. B. Bonnell	240 90	
Hogan Drugs	528 80	
S. W. Hull	480 45	
Row Brothers	110 50	
Shoemaker and Company	100 00	
Total	1790 55	1790 55

March 1-- Sold to Ross Brothers $320.40 merchandise on account. Sales Slip 231
1 - Sold to J.B. Bennett $310.30 merchandise on account. Sales Slip 232
1 - Sold to E.M. Alexander $400.20 merchandise on account. Sales Slip 233
2 - Sold to Hogan Drugs $125.00 merchandise on account. Sales Slip 234
2 - Sold to Shoemaker and Company $120.30 merchandise on account. Sales Slip 235
2 - Sold To S.W. Hull, $350.60 merchandise on account. Sales Slip 236
2 - Sold to E.M. Alexander $140.00 merchandise on account. Sales Slip 237
3 - Received $320.40 from Ross Brothers on account.
3 - Sold to Hogan Drugs $302.50 merchandise on account. Sales Slip 238
6 - Sold to J.B. Bennett $90.40 merchandise on account. Sales Slip 289
7 - Received $310.30 from J.B. Bennett on account.
8 - Sold to S.W. Hull $120.00 merchandise on account. Sales Slip 240
10 - Sold to Ross Brothers $345.75 merchandise on account. Sales Slip 241
14 - Received $125.00 from Hogan Drugs on account.
14 - Sold to Shoemaker and Company $260.10 merchandise on account. Sales Slip 242
17 - Sold to S.W. Hull $230.20 merchandise on account. Sales Slip 243
20 - Received $345.75 from Ross Brothers on account.
20 - Sold to E.M. Alexander $190.40 merchandise on account. Sales Slip 344
21 - Received $120.30 from Shoemaker and Company on account.
21 - Sold to Ross Brothers $110.50 merchandise on account. Sales Slip 345
22 - Sold to Hogan Drugs $225.80 merchandise on account. Sales Slip 346
27 - Sold to J.B. Bennet $150.50 merchandise on account. Sales Slip 347
27 - Received $350.60 from S.W. Hull on account.
28 - Received $400.20 from E.M. Alexander on account.
28 - Sold to S.W. Hull $130.25 merchandise on account. Sales Slip 349
30 - Received $235.10 from Shoemaker and Company on account.

Instruction #1:

Open each charge customer's account with name, address, credit limit, and telephone number. (Illustration p. 95 of the text Exploratory Business.)

Instruction #2:

Post each of the above transactions to the charge customer's account in your Accounts Receivable Ledger.

Instruction #3:

Prepare a schedule of accounts receivable. (Illustration p. 94 of the text Exploratory Business.)

SUPPLEMENTARY PROBLEM FOR HANDLING ACCOUNTS PAYABLE

Watson's Men's Shop has the following creditors in the Accounts Payable Ledger:

Bryan Hat Company
1347 Alamenda Drive, Lancaster, New York 14086

Gooden Men's Suits, Inc.
2649 Moore Avenue, Rochester, New York 14603

Holden and Hodge
340 Washington Street, Newark, New Jersey 07130

Long and Clark
1922 Morris Street, Chester, Pennsylvania 19013

Sherman Clothing Company
P.O. Box 284, Long Branch, New Jersey 07740

As one of the accounting clerks for Watson's Men's Shop, your duty is to post purchases of merchandise on account and the cash payments made to these creditors in the Accounts Payable Ledger. The following transactions are for the month of March of the current year.

March 1 - Purchased from Bryan Hat Company $686.00 merchandise on account.
1 - Purchased from Long and Clark $1,264.40 merchandise on account.
2 - Purchased from Gooden Men's Suits, Inc. $549.00 merchandise on account.
3 - Purchased from Holden and Hodge $462.00 merchandise on account.
6 - Paid $462.00 to Holden and Hodge on account.
6 - Purchased from Gooden Men's Suits, Inc. $631.25 merchandise on account.
9 - Purchased from Bryan Hat Company $730.50 merchandise on account.
13 - Paid $594.00 to Gooden Men's Suits, Inc., on account.
14 - Purchased from Sherman Clothing Company $358.00 merchandise on account.
15 - Paid $686.00 to Bryan Hat Company on account.
16 - Purchased from Long and Clark $440.00 merchandise on account.
19 - Paid $358.00 to Sherman Clothing Company on account.
19 - Purchased from Gooden Men's Suits, Inc. $607.90 merchandise on account.
21 - Paid $1,264.40 to Long and Clark on account.
22 - Purchased from Holden and Hodge $420.00 merchandise on account.
23 - Paid $220.00 to Holden and Hodge on account.
23 - Purchased from Sherman Clothing Company $593.75 merchandise on account.
27 - Purchased from Long and Clark $931.00 merchandise on account.
29 - Purchased from Holden and Hodge $125.00 merchandise on account.

Instruction #1:

Open each creditor's account with name and address in your Accounts Payable Ledger. (Illustration p. 98 of the text)

Instruction #2:

Post each of the above transactions to the creditor's account in your Accounts Receivable Ledger.

Instruction #3:

Prepare a schedule of accounts payable. (Illustration p. 97 of the text)

(Solution) Supplementary Problem for Handling Accounts Payable

Bryan Hat Company
1347 Alemendo Drive, Lancaster, New York 14086

DATE	EXPLANATION	POST REF	DEBIT	CREDIT	BALANCE
19- Mar 1				686 00	686 00
9				730 50	1416 50
15			686 00		730 50

Golden Men's Suits, Inc
2649 Moore Avenue, Rochester, New York 14603

DATE	EXPLANATION	POST REF	DEBIT	CREDIT	BALANCE
19- Mar 2				594 00	594 00
6				631 25	1225 25
13			594 00		631 25
				607 90	1239 15

F-17

Holden and Hodge
340 Washington Street, Newark, New Jersey 07130

DATE	EXPLANATION	POST REF	DEBIT	CREDIT	BALANCE
19- Mar	3			46700	46700
	6		46700		—
	22			42000	42000
	23		22000		20000
	29			12500	32500

Long and Clark
1922 Main Street, Chester, Pennsylvania 19013

DATE	EXPLANATION	POST REF	DEBIT	CREDIT	BALANCE
19- Mar	1			126440	126440
	16			44000	170440
	21		126440		44000
	27			98100	142100

F-18

Sherman Clothing Company
P.O. Box 284, Long Branch, New Jersey 07740

Date 19-	Explanation	Post Ref	Debit	Credit	Balance
Mar 14				358 00	358 00
19			358 00		—
23				593 75	593 75

Watson's Men's Shop
Schedule of Accounts Payable
March 31, 19-

Bryan Hat Company	730 50
Golden Men's Shirts, Inc.	1239 15
Holden and Hodge	325 00
Long and Clark	1421 00
Sherman Clothing Company	593 75
Total	4309 40

F-19

APPENDIX G

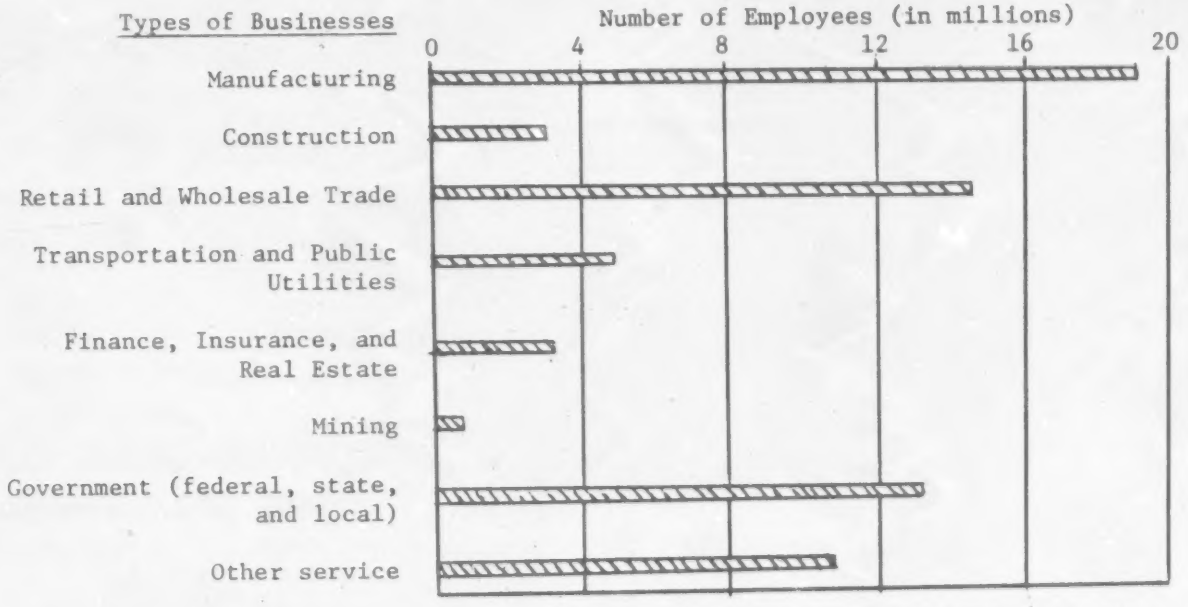
SUPPLEMENTARY MATERIALS FOR BUSINESS MANAGEMENT

	Page
Introduction	G-1
Specialization	G-1
Place of Small Business	G-2
Place of Franchise Business	G-2
Ownership and Managerial Opportunities	G-2
Advantages of Operating One's Own Business	G-2
Disadvantages of Operating One's Own Business	G-3
Becoming a Business Manager	G-3
Importance of a Study of Business Management	G-3
Self-Check for Introduction	G-4
Activities for Introduction	G-4
Case Problems	G-4
Unit I--Financing a Business	G-5
Sources of Capital	G-5
Special Sources of Loans	G-6
Distribution of Goods	G-6
Self-Check for Unit I	G-7
Case Problem	G-7
Self-Check for Unit I	G-7
Activities for Unit I	G-8
Case Problems	G-8
Unit II--Management	G-8
Self-Check for Unit II	G-9
Activities for Unit II	G-9
General Information	G-10
Unit III--Ownership Organization	G-10
Self-Check for Unit III	G-11
Activities for Unit III	G-12
Unit IV--Types of Organizations	G-12
Self-Check for Unit IV	G-16
Activity for Unit IV	G-16
Case Method Approach--Teacher Information	G-16
Teacher's Key	G-22

SUPPLEMENTARY PROBLEMS FOR BUSINESS MANAGEMENT

INTRODUCTION

There are almost 12 million businesses in the United States today. They vary in size from one employee to 800,000 employees. Businesses can be divided into two groups--industrial and commercial. Industrial Businesses are those that produce things. (Example: mining, manufacturing, and construction on a building site) Commercial Businesses are those engaged in marketing (wholesalers and retailers; in finance--banks and investment business; and in furnishing services--transportation, electric power, hotels, and theatres.)



EMPLOYMENT IN MAJOR TYPES OF BUSINESSES, 1970

Specialization

Workers have become quite specialized. The trend now is to have workers who are trained to one specific area to work on a small operation while the other workers have their own individual jobs in which they are experts. Not only has there been specialization on the part of workers; there has also been specialization in production. For example, the motor manufacturer, by specializing in making motors and selling them to other companies, can produce motors at less cost than could the other companies who are producing the entire product. Since a large percentage of our businesses are specializing, it is easy to understand why businesses are so dependent on each other.

Many of our large businesses manufacture huge quantities of standardized goods by using modern machines and assembly-line methods. This is known as mass production.

The high production perworker of manufactured products is an important characteristic of American industry.

Since World War II, businesses have been spending large amounts of money for research in order to develop new products, processes, and services. Many new products and services have become the bases for new businesses and for increased sales for older businesses.

Not only have many changes occurred in the products manufactured and the services rendered, but many changes have also taken place in the ways businesses are operated. Methods of selling, advertising, buying, and warehousing; credit and collection procedures; and personnel practices are continually changing.

Place of Small Business

American tradition has promoted the system of free enterprise. Businesses are considerably free from government domination and regulation. A small business is a term applied to a single retail store, a restaurant, dry-cleaning establishment, or some other type of business that can be operated conveniently by one or a few individuals.

Most of the large businesses of today began as very small businesses. Because they supplied products and services desired by the public, and because they were well managed, they became larger and larger.

Place of Franchise Business

For a person with limited funds, a popular way of starting a small business is through a franchise. A franchise is a legal agreement between a parent company and a distributor to sell a product or service under specific conditions. (Example: McDonald's, and most gas stations are franchise businesses)

Ownership and Managerial Opportunities

Anyone who owns a business or a share of a business is called a capitalist. He has taken the risk of investing his money (capital) in a business in the hope that the business will produce a profit and he will earn an income on his investment.

Advantages of operating one's own business

1. Opportunities for increased income
2. Satisfaction of being one's own boss
3. Job security
4. Opportunity for constructive ideas
5. Social standing

Disadvantages of operating one's own business

1. Risk of financial loss
2. Increased responsibilities
3. Long and irregular hours
4. Difficulty of retirement
5. Possibility of a low income

Becoming a Business Manager

A consideration of the disadvantages of owning and operating one's own business should cause many to decide that it is more desirable to work for someone else than to start in business for themselves.

The ability to manage successfully is one of the characteristics of an employee that is most looked for by an employer. Knowledge of what to do, how to do it efficiently, and when to do it are so rare that the employee who possesses such ability is rapidly promoted.

An employee on the first job should master the details of a job quickly by constantly studying and finding out all that can be learned. When there is mastery and understanding of the job, the employee should study the job above the present one so that he will be able to step into the new job and handle it efficiently, when the opportunity arises.

While one is gaining experience as an employee and in managing certain parts of a business for his/her employer, one can make an important decision. The employee can choose from two alternatives: (1) deciding to continue as an employee with the possibility of advancement of (2) deciding to start a business. If the employee makes the first decision, there is unlimited opportunity in many large businesses. If he/she decides on the second alternative, then consideration should be given to beginning with a small business because capital is frequently limited.

Importance of a Study of Business Management

A person needs to have knowledge of salesmanship; advertising; store display; finance; merchandising; credit and collections, accounting; shipping and transportation; employee relations and regulations; public relations; and law and governmental regulations no matter what decision one makes in relation to business management. There should be complete understanding of all pha es of a business if he/she is going to be the owner of a business, or an employee looking toward promotion.

A study of the material in this unit will give one a good picture of the many types of jobs to be found in business, the requirements of the jobs, and the possible lines of advancement. In addition, it will give one an appreciation of many problems and risks of business management.

Self-Check for Introduction

Define briefly the following vocabulary words:

1. Industrial business
2. Commercial business
3. Mass production
4. Small business
5. Annual income
6. Franchise
7. Risk
8. Capitalist

Activities for Introduction

Answer each of the following questions briefly:

1. What major type of business gives employment to the largest number of employees?
2. What does it mean when it is said that businesses depend on other businesses?
3. Could you characterize today's businesses as "dynamic"? Why or why not?
4. What characteristic is usually most desired by an employer in an employee?
5. What managerial opportunities exist among large businesses?

Case Problem #1

Fred and Linda Waller recently inherited $30,000 and want to start their own business. They feel their prior work experience will be of great value. Waller has been a supervisor in a large dairy plant for the past 15 years, and his wife has had some work experience as a cashier in a small grocery store. Neither is quite sure, however, what type of business to start; although Linda Waller prefers a small grocery store and her husband has a slight preference for an ice cream stand. Both of the Wallers have skill in handling people. Their greatest need, it is felt, would be for legal, financial, and technical business advice.

Required:

1. What matters should the Wallers consider before they reach a decision on the type of business to open?
2. Maka a list of the principal responsibilities that the Wallers will have after they decide which business to start.
3. Should the Wallers consider a franchise business? Why or why not?

Case Problem #2

John Keap has been working for nine years as an employee in a television sales and service business where he has had considerable experience in the repair department and some experience in selling. John has decided that he wishes to go into a similar business for himself. Lee Dower, who owns and manages a similar business, has indicated that he wishes to retire and that his business is for sale.

Required:

What are the principal points that Keap should consider in deciding whether to buy the business from Dower or whether to establish a new business?

UNIT I--FINANCING A BUSINESS

The word "capital" can mean tools, machinery, buildings, and equipment used in production; it also can mean the money and credit needed to run the business. (This is the way we will use it now.) Capital to run a business is furnished by the owners, people who lend money to the business, commercial credit extended to the business, and by earnings left in the business.

Much of the capital is made by individual investment. One person can start a business by his own investment, partners may invest together, or many individuals may put their money together in the form of a corporation.

The sources of money for the capital used in a business depend on savings and/or profit. This type of money is invested in the business to provide new capital. In addition, those who sell on credit to a business are providing some of the capital in the same way that lending to a business provides capital.

Sources of Capital

The sole proprietor can tap several sources to finance his business. He can borrow from someone; sell some of his personal assets; mortgage his personal property; or mortgage the business property. The sole owner of a business may also obtain additional money by (1) forming a partnership and requiring the new partner to invest money in the business or (2) forming a corporation and selling stock. The owner of a business must make an estimate that will help him decide whether he can make more profit by himself or by bringing additional money and owners into the business. If the proprietor decides to get more capital by incorporating and selling stock, there are two kinds that are most frequently issued by a corporation.

Common stock: The owners of common stock are like the partners in a partnership. They participate in the management of the business and share in the profits (called dividends.) They do not get their earnings until all other investors are paid.

Preferred stock: This type of stock has some preference over the ordinary, or common, stock. Whenever profits are distributed, the preferred stockholders must receive their dividend first. Regular debts and interest borrowed on money have to be paid first, before stockholders are paid. Most of the time, the preferred stockholders do not have any voting privileges in the management of the business.

When a corporation goes out of business, however, both types of stockholders seldom get much from the assets because the assets often do not sell for enough to pay the creditors.

Special Sources of Loans

Some special organizations have money to lend to businesses to encourage them to locate in a special place or to encourage a business not to move. Money is loaned at favorable rates, and often buildings are built and leased to a business at a favorable rate.

There are short-term capital, intermediate-term capital, and long-term capital loans for obtaining money for a business. There are also different kinds of bonds. The corporate bond is a long-term written promise to pay a certain sum of money at a specified time. Bonds do not represent a share in the ownership of a corporation; they represent a liability by the corporation. All bondholders have a preferred claim, for they must be paid before stockholders' share in the earnings. A mortgage is also a type of loan which is given to firms that have some type of property to use as security for the loan.

Distribution of Goods

The moving of goods from the producer to the consumer is known as marketing. When a middleman (retailer, wholesaler, or jobber) is involved, it is known as indirect marketing; otherwise (distributing directly to the consumer), it is known as direct marketing.

A trade channel is a route a goods takes getting from the producer to the consumer. The shortest channel is the producer-to-the-consumer. (Ex.: airplane manufacturers) There is also selling by mail, which involves large amounts of advertising and correspondence. (Ex.: mail-order businesses) Products that people can do without are usually sold through salesman. (Ex.: door-to-door sales, sometimes called direct contact sales)

Using only one middleman is the next shortest trade channel, that is, from the producer to consumer through one middleman (retailer). (Ex.: automobile dealers)

The most typical trade channel used is the producer to consumer through two middlemen (wholesaler and retailer). (Ex.: grocery stores)

When the product goes from the producer to the customer through three or more middlemen, there could be buying agents, sales agents, local buyers, auctioneers, and brokers involved with the goods.

Factors involved in choosing trade channels:

1. Product perishability
2. Product's traveling distance
3. Producer's financial condition
4. Product's requirements for handling
5. Number of users
6. Number of varied products produced

Marketing functions (functions of the middleman)

1. Transporting
2. Storing
3. Grading and standardizing
4. Selling
5. Financing
6. Risk-bearing

Self-Check for Unit I

Answer each of the following questions:

1. What is the shortest trade channel?
2. When is mail-order selling likely to be successful? What conditions would exist to cause this?
3. Why does a producer sometimes use more than one channel in the distribution of his products?
4. What factors need to be considered in choosing the trade channel to be used?
5. Name the service and functions of middlemen?

Case Problem

The Burnt Biscuit Company manufactures a line of cookies, crackers, and other bakery products that it has been distributing directly to retail grocers within a radius of approximately 30 miles by its own truck. It is contemplating doubling the size of its baking facilities and marketing its products over a wider area.

Required:

1. If the distribution is to cover a much wider territory (approximately 100-150 miles), what change in trade channels may be desirable?
2. Are there other possible outlets for the products?

Self-Check for Unit I

Match the following words to their appropriate definition:

1. common stock	a) a capital stock that gets paid after everyone else
2. dividends	b) A stock guaranteed priority by a corporation's charter over other stock in the payment of dividends
3. preferred stock	c) A giving of property for a loan on condition that the agreement becomes void on payment or performance
4. corporate bond	d) A share of profits distributed to the stockholders
5. mortgage	e) A name that is used to refer to the money and credit needed to run the business
	f) A long-term written promise to pay a certain sum of money at a specified time

Activities for Unit I

Answer each of the following briefly:

1. Explain the differences between the two main types of capital.
2. What advantage does a common stockholder have? What disadvantage?
3. What advantage does a preferred stockholder have? What disadvantage?
4. Name at least three sources from which a business may borrow needed capital.
5. What type of claim does a bondholder have against a corporation?

Case Problem

Jim Morgan has decided to buy a business. He has talked to bankers, accountants, and friends who are familiar with the business. They all think that the price of $75,000 is a fair price for the business. Morgan has had successful experience as an emloyee in this type of business, and has $5,000 to invest. He expects to borrow the rest.

1. Will the bank lend the $70,000 that Morgan needs?
2. If not, from what other sources do you think Morgan might borrow enough money?
3. Might there be any other way of financing the purchase of this business besides borrowing?

Case Problem

A paint manufacturer has begun to make a new housefold floor wax and to distribute it through paint and hardware stores which sell its line of paints. Sales have not developed as expected, although the wax is superior in many ways to other floor waxes. After investigation, the manufacturer learned that other brands of floor wax are being sold in supermarkets.

Required:

1. What was probably the reason that floor waxes being sold through supermarkets have been selling better than floor waxes being sold through paint and hardware stores?
2. If the manufacturer plans to increase the sales of his floor wax, what change should be make in the channels of distribution used?

UNIT II--MANAGEMENT

Business has to maka a profit to survive; but in order to survive, it must benefit society. An important purpose of business is to take natural resources, modify them, and distribute what has been produced to society in the form of goods and services.

Management is needed to integrate the factors of production (men, materials, and machines). (Management is sometimes called enterpreneurship.) Some authorities list management as a fourth factor of production.

Management has five basic functions to perform: planning, organizing, staffing, directing, and controlling.

Planning determines the objectives and courses of action to be taken to achieve the objectives.

Once the plans are made, the conditions necessary to carry out the courses of action must be established. This is organizing.

The work must be done by people, so the necessary employees have to be hired. This is called staffing.

The employees need to know what it is they are expected to do. This is called directing.

Finally, management must make sure the firm's objectives are being met. This is called controlling.

Management might be broken up into three categories: Top management, middle management, and lower management. Very few persons get to be top managers, but there are a great many career opportunities in both middle and lower management with good chances for advancement, depending upon one's abilities and ambitions.

Self-Check for Unit II

Please circle the answer of your choice.

True False 1. The only purpose of business is to make money.

True False 2. It is not necessary for business to make a profit.

True False 3. Successful businesses provide the goods and services that society wants.

True False 4. A factor of production is labor (men and women)

True False 5. The three factors of production must be integrated.

True False 6. Management might be called a fourth factor of production.

True False 7. Management has three basic functions.

Activities for Unit II

Check your local newspaper's classified advertisements for career opportunities in management. Look for these jobs under ADMINISTRATION, ASSISTANTS, MANAGEMENT, and specific fields such as SALES, ADVERTISING, or PUBLIC RELATIONS. The Sunday classified ads are usually the best.

a) List some of the common characteristics of the jobs you found.
b) Try to list at least three common personal qualifications required. (Example, amount, of education, training, and experience)
c) List the highest and lowest salaries offered.

d) What seems to be the average salary offered?
e) Which job interested you the most? Why?
f) List the qualifications you would need to get the job.

General Information

1. Name and give the title of the top manager of the following organizations:

   a) The United States of America
   b) The State of Maryland
   c) The Montgomery County Public Schools
   d) Your School

2. Name some middle or lower managers

   a) In your school
   b) In the county school system

UNIT III--OWNERSHIP ORGANIZATION

Ownership means possessing the legal title to and rights in property. One would ordinarily think that an owner of a business would be the top manager of a business, but this is not necessarily true. In this unit, three common types of business ownership will be considered, along with their characteristics, advantages, and disadvantages.

1. Sole Proprietorship. The sole proprietorship form of ownership denotes one owner who has title to the business and generally operates the business. He often uses his own name in naming his company. Think of some names of companies which indicate a sole proprietorship form of ownership, such as a family-owned business.

   Advantages: The sole proprietorship form of ownership is found usually in small businesses. It is relatively easy to start as there are few legal formalities other than paying license fees. The sole proprietor does not have to ask anyone about what direction the company is going to take. He can make quick decisions because he is the owner and operator. He also derives some satisfaction from being his own boss and making wise decisions. Lastly, the business may be modified or terminated quickly and easily.

   Disadvantages: The sole proprietor is limited by how much capital (money, funds) he can raise himself, from his family, or from his friends. The sole proprietor is responsible to all his creditors, and law suits may be brought against him or his business. He is also responsible for all the functions which businesses perform; and he may not possess the necessary skills in certain areas.

   If the sole proprietor should die or become disabled, the firm would probably go out of business.

2. Partnership. Two or more persons can enter into an oral or written agreement to assume responsibility of a business.

Advantages: It is relatively easy and fairly inexpensive to form a partnership. Greater resources give the partnership higher credit standing. Each partner may have certain talents in combination greater than that of a sole proprietor. For example, one partner may have knowledge of accounting, another of production, and a third partner of advertising.

Disadvantages: Each partner may be held personally liable for all the debts of the firm. Each partner may bind the other partners by his acts with respect to the partnership. The size of the firm is limited by the amount of capital that can be raised. When a partner dies, is disabled, or withdraws from the partnership, the partnership is usually terminated.

3. Corporation. This is the most prominent form of ownership in our economy. It is formed by a group of individuals who file papers with the state government requesting that a charter be granted. The formation must comply with legal formalities. The owners (shareholders, stockholders) elect a board of directors; and the officers (chairman of the board, president, etc.) are appointed by the board members. The corporation is considered to be a legal entity (an artificial person) which has certain legal rights and privileges granted to it by the state government.

Advantages: The corporation may enjoy indefinite life. It is not terminated by the incapacity of a shareholder. Ownership rights may be easily transferred. This is done mainly by the buying and selling of stock (shares). The owners have limited liability for the debts of the corporation. They are limited only to the extent of their investment.

A corporation has access to much larger sources of capital than do the sole proprietorship or partnership. This form of ownership is probably responsible for producing large quantities of goods and services at reasonable prices, thus helping us to attain our current high standard of living.

Disadvantages: There are strict legal formalities for the formation of a corporation. Corporations may be less flexible in terms of changing lines of business because of size and possible legal limitations.

Self-Check for Unit III

Please circle the answer of your choice.

True False 1. Owners always operate their own businesses.

True False 2. The sole proprietorship form of business is relatively easy to start.

True False 3. The sole proprietor is responsible to his personal and business creditors.

True False 4. One person may form a partnership.

True False 5. One advantage a partnership has over a corporation is that more capital may be raised.

True False 6. Partners may bring different talents in combination greater than those possessed by a sole proprietor.

True False 7. When a partner dies, generally the partnership is terminated.

True False 8. Owner sof a corporation are often called shareholders.

True False 9. A corporation is considered to be a real person with all the legal rights and privileges of a real person.

True False 10. Corporations may enjoy unlimited life.

True False 11. Corporations generally cannot raise as much money as sole proprietorships.

True False 12. Partnerships have limited life.

Activities for Unit III

Look at one of the local nespaper classified advertisements under BUSINESS OPPORTUNITIES. The Sunday newspaper usually contains the largest number of listings.

a) Name three sole proprietorship businesses for sale.
b) Name three partnerships for sale.
c) Name the business opportunity that interested you the most.
d) List the education, training, and experience you would need to own and operate that business.
e) Plan the start-up and operation of a sole proprietorship of your choice. Be prepared to present your plan to the class.
f) Select a classmate or classmates and plan together the start of a partnership of your choice. Be prepared to present your plan to the class.

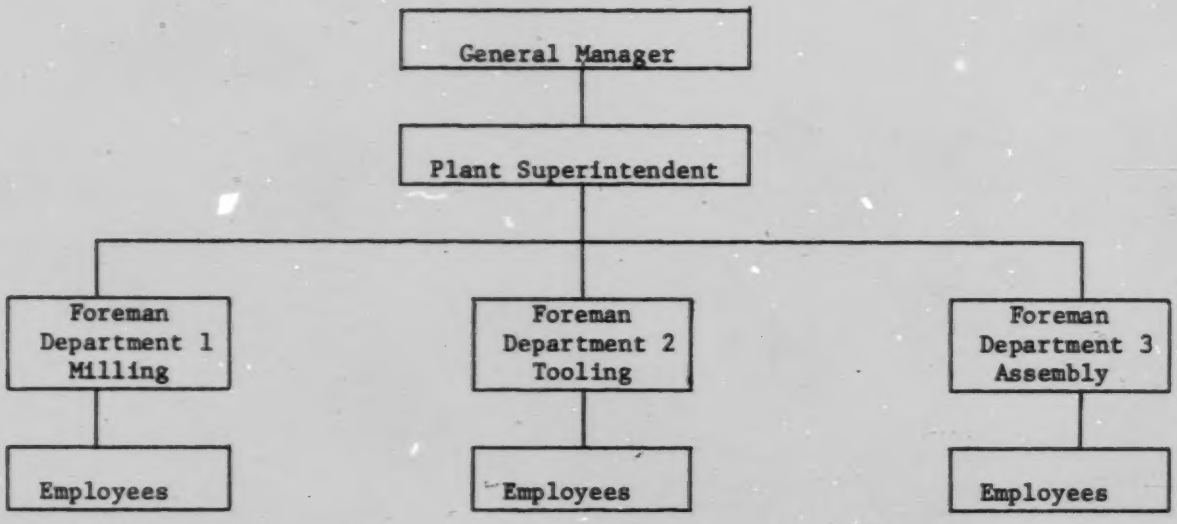
UNIT IV--TYPES OF ORGANIZATIONS

There are basically two types of business organization: line organization and line and staff organization. In this unit, the characteristics, advantages, and disadvantages of each will be considered.

Line organization is the older type of organization and is still found in many small businesses. It is also known as the military organization. Authority is passed down from the top manager to middle managers, lower manager, and finally to the workers. Authority is the right of one person to require another to fulfill specific duties.

The most outstanding characteristic of the line organization is that the worker, supervisor, or manager is responsible to one boss and one boss only. Responsibility is the obligation to fulfill specific duties. The characteristics of authority is clearly illustrated in the following partial but typical organization chart. An organization chart is simply a device illustrating the relationship of the various positions with regard to authority.

TYPICAL LINE ORGANIZATION



1. Who is in charge of the plant?
2. Who is his/her immediate supervisor?
3. The employees of Department 1 are responsible to whom?
4. If the foreman of Department 3 gave an order to an employee of Department 2, would the employee be obligated to carry out the order? Why or why not?

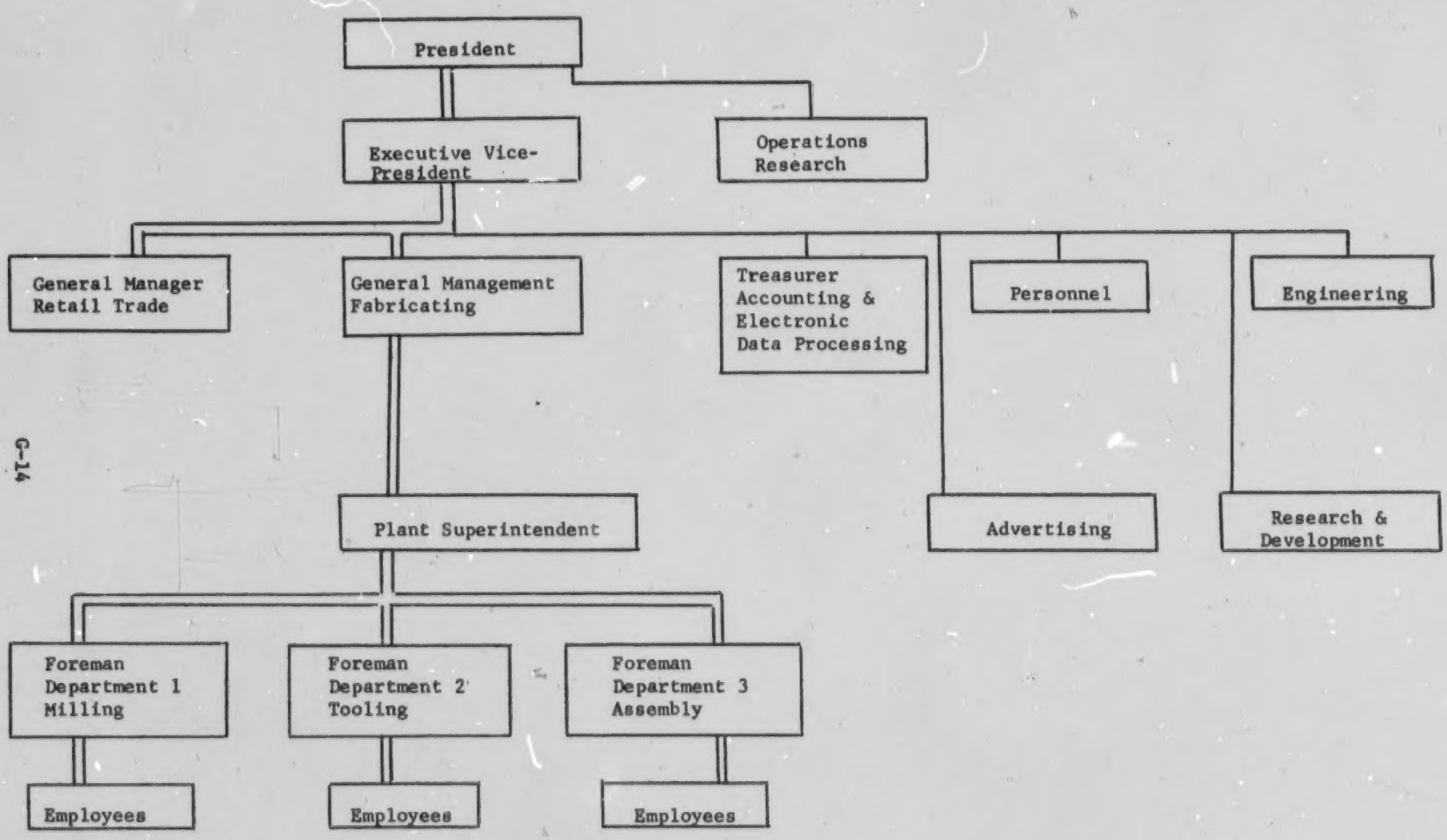
Advantages: With the line organization, it is fairly easy to find out who is performing or not performing, because authority and responsibility are clear-cut. The organization is relatively simple, and discipline and control are easily administered. A big advantage is the possibility of quick action. An order given at the top can be quickly transmitted down the line, and quick action can result.

Disadvantages: One supervisor is responsible for a variety of duties, some of which may not be too familiar. It is difficult to hire a foreman with the necessary qualifications in all areas. Should he/she be absent, the organization might suffer some disruption.

Line and staff organization. As businesses grew larger and the federal and local governments began to make demands on business through taxation, employee welfare, and other legislation, the task of running a business grew more complex. Business innovations, technology, and changing market conditions further added to the complexity of running business. This complex situation was often too much for an individual or even a group of individuals. The result was the modification of the old line organization. Specialists were brought in to give advice and assistance to the line personnel to make up for whatever deficiencies they might have. These specialists are called staff. Staff positions generally don't have the authority to make line decisions.

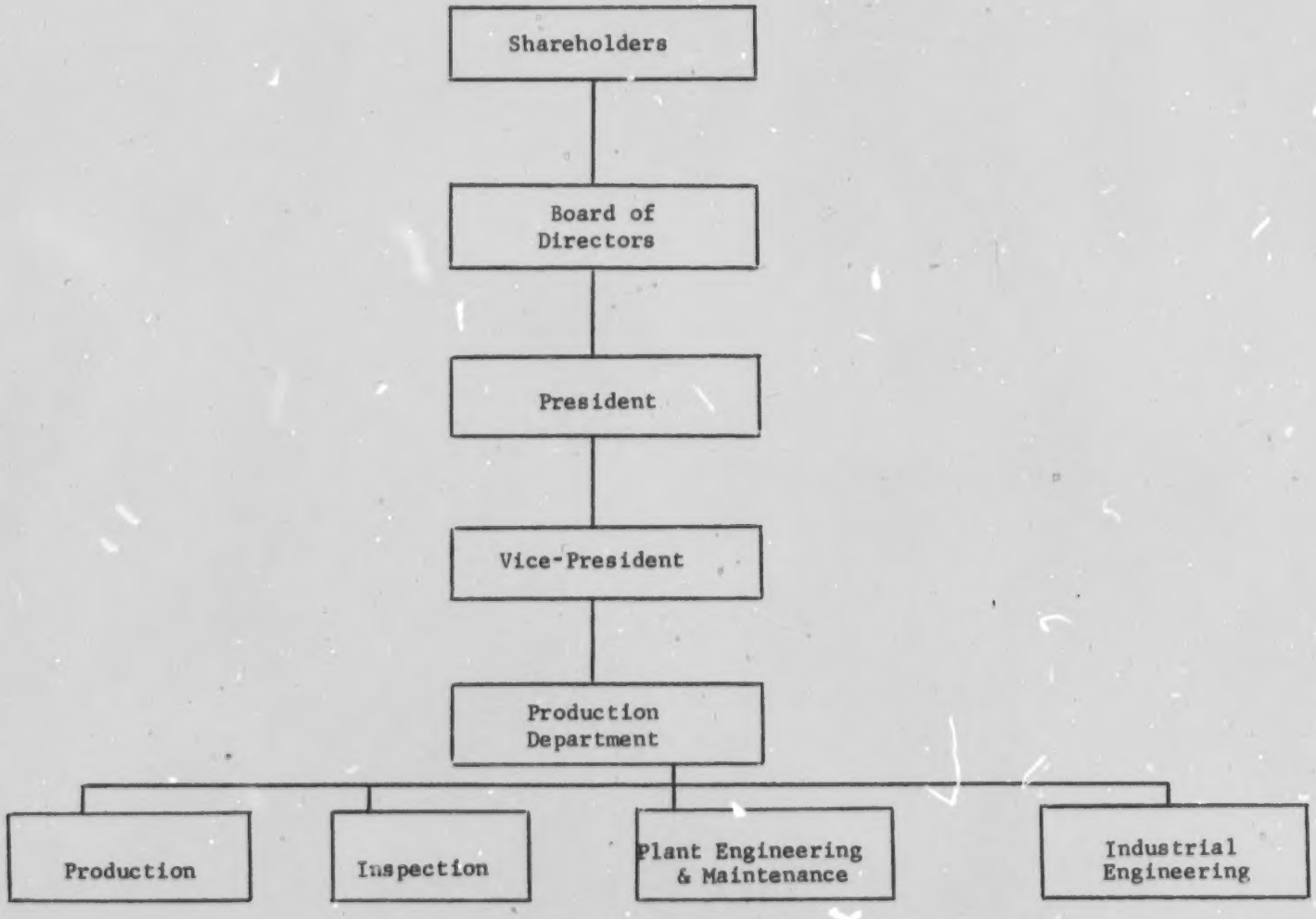
TYPICAL LINE AND STAFF ORGANIZATION

(Partial Chart)



ACTIVITY

POSSIBLE CHART SOLUTION



Self-Check for Unit IV

Using the Typical Line and Staff Organization Partial Chart, please answer the following questions:

1. Is the President line or staff?
2. What line officer reports to the President?
3. Is the Operations Research Department line or staff?
4. Name the line positions reporting to the Executive Vice-President.
5. Name the staff positions reporting to the Executive Vice-President.
6. If the Plant Superintendent needed an employee in Department 3, where would he/she go to get one?
7. To which department would the foreman turn in payroll time cards for the employees?

Activity for Unit IV

In this exercise you will find out how well you understood the relationship of the line and staff organization. There are a number of positions which are not in any meaningful order. It is your task to constuct an organization chart. There are no special spots where the boxes should be placed. They may be placed wherever you like as long as they are properly placed from top to bottom and are on the proper level. You should be prepared to present your organization chart to the class and be able to justify it. Here are the positions: Vice-President; Purchasing Department; Board of Directors; Treasurer; Personnel Department; President; Shareholders; Sales Department; and the Production Department, which is in charge of Production, Inspection, Plant Engineering and Maintenance, and Industrial Engineering.

Self-Check for This Activity

1. What position is ultimately responsible for the firm?
2. To what position does the Vice-President report?
3. Is the Inspection Department line or staff?
4. Name the staff positions.
5. Under what position or positions did you place the staff?
6. Why did you place the staff under that position/positions?

Activity for Unit IV

In this exercise, you will develop an organization chart for your school. Remember, there are no special spots where the boxes should be placed as long as they are properly placed from top to bottom and are on the proper level. Don't forget all of the various staff departments in your school.

CASE METHOD APPROACH--TEACHER INFORMATION

Management never has all the facts; and trying to make sense out of a situation without all the facts is part of the essence of management.

The best way to acquire managerial skills is to make the actual decision itself; but short of that, the most important method of acquiring managerial skills is the use of the case method.

Cases reveal the complexities of the real world of management and force the student to face up to uncertainties and to separate the important from the unimportant in order to reach decisions. When it is convenient, students should be encouraged to up-date cases. For example, in preparing a case on construction and modular housing, students could be encouraged to find out what is currently happening in the industry, what is the immediate outlook for the industry, and in what state the nation's economy currently finds itself. This activity can give the students a taste of what a real manager experiences when faced with making decisions. Playing the role of a manager can be a fine learning experience; but, in any event, the use of the case method requires class participation.

Many people are not familiar with the case method, and the best way to learn the method is to use it. However, some observations may help. It requires an orderly analysis.

The procedure in analyzing a case requires (1) the identification of the central problem; (2) organization of material facts; (3) determination of the alternatives; (4) the advantages and disadvantages of the alternatives with an evaluation; and finally (5) the proposed solution. Generally there is no "correct" solution, although some choices are obviously superior to others.

Case 1

Mr. Maclay is the owner of a coin-operated laundromat in a middle-class community composed of both single family and multiple family dwellings. His laundromat has washers, dryers, and dry cleaning machines. Soap and laundry products, soft drinks, and candy are sold through vending machines. He employs one attendant to clean the laundromat and machines and to make change for the customers. He repairs his own machines.

Mr. Maclay's business has a growing clientele; and, as a result, his business is quite profitable.

His laundromat is located in a small shopping center. Recently the store next to his was vacated, and he was thinking about starting a dry cleaning store as a related business. While his laundromat is successful, he will need additional capital for the expansion. He is considering a loan from the bank or from the Small Business Administration.

Questions

1. What do you think is the problem?
2. Does the proposed expansion seem to be a good idea? Justify your answer.
3. Are the two businesses closely enough related so that Mr. Maclay could manage both?
4. Does Mr. Maclay need any additional skills if he expands?
5. Should he consider taking in a partner? Why or why not?
6. What skills should a potential partner have?
7. What are the advantages and disadvantages of borrowing the necessary capital?
8. What are the advantages and disadvantages of taking in a partner?
9. If Mr. Maclay decides to expand, list the steps he would have to take to set up the new business.
10. What is your solution to the problem?

Possible Analysis of Case 1

Your first reaction to the case might be to identify the central problem. This is what real managers do in their day-by-day lives, and this is why we have managers--to identify problems and to find solutions. You might feel that the central problems are finding of the necessary capital for the expansion and deciding whether or not he should seek a partner. However, these are not the central problems. There is one central issue: whether or not Mr. Maclay should expand.

First of all, Mr. Maclay would have to determine whether a need really exists for a dry cleaning store. This is called market research. How could he find out whether a need does indeed, exist? One method which could be easily used is to make an informal survey of his own customers. Additionally, he should find out what competition he would encounter in the area as well as finding out what the main occupations are of the people in the community. Why is that important? Would you expect a coal miner or a white collar worker to be the better customer?

If your answer is yes, the need is there, then Mr. Maclay must make an estimate of his income and expenses to find out whether he can operate profitably.

Again, if the answer is yes, the necessary capital must be found. The two businesses are closely related, and Mr. Maclay may be able to manage both at the same time. Would he have to have additional employees and would this additional expense offset any profits gained? If he can still operate profitably, then he may seek to borrow money from his bank, the Small Business Administration, or some other source of funds.

If he thinks he cannot manage both, then he may still borrow and simply hire a manager, providing the cost is not greater than the profits gained. On the other hand, he might try to locate a partner who has the necessary skills to run a dry cleaning business--one who has some funds to invest, and one with whom he can get along.

This solution to Case 1 is not an all-inclusive perfect answer; it is meant to be only a guide. The solution and its length are limited only by your imagination. It could be expanded to include Mr. Maclay's going for help in laying out his store; determining what equipment and supplies he would need; advertising; accounting; hiring; training; promoting; paying; and all the other personnel duties. Other things to be considered would be store and equipment maintenance, local business licenses, sales and income taxes, insurance, purchasing, procuring, and all of the other business activities which must be performed.

Finally, a solution should be suggested based upon the identification and evaluation of the alternatives. Any solution has deliberately been left out of this analysis.

Case 2

Mr. Fritz is the owner and operator of a local and successful independent insurance agency. His agency owes must of its success to the fact that it has written several employee health and medical insurance policies for companies. The sale of policies to individuals, however, is still an important part of his business.

Mr. Fritz acts as sales manager for his five salesmen. Since he is an independent agent, he relies on top-notch personal service, both in sales and presenting claims for his clients. He has personally trained his salesmen to impart to them the importance of good personal service. The integrity of his agency means a great deal to him.

His salesmen are paid small salaries, but they usually do well because of the generous commissions they receive from the sale of policies.

Not long ago, the harmony of Mr. Fritz's office was disturbed by the visit of Mrs. Duley, the treasurer of one of the companies which has placed its employees' health and medical insurance with the Fritz agency. Mrs. Duley was visibly upset; Mrs. Duley wanted additional insurance for herself and had called the agency to request the services of a particular salesman, Mr. Van Guilder. Another salesman received the call and identified himself as Mr. Van Guilder. He made an appointment and later called on Mrs. Duley. Mrs. Duley had placed her company's policy with Mr. Van Guilder and immediately recognized the salesman as an imposter. (The salesman's name was Mr. Jones.)

Mrs. Duley was irate, but Mr. Fritz managed to calm her and promised he would investigate the matter thoroughly and report back to Mrs. Duley the action he took.

Mr. Fritz sent for Mr. Jones; and while waiting for him to arrive, pondered what action he should take.

Questions:

1. What is the central problem?
2. Are there any circumstances in the case which make the problem worse?
3. What factors must Mr. Fritz consider before taking action?
4. What solution would you offer to Mr. Fritz?
5. If you were Mrs. Duley, what would you demand of Mr. Fritz?
6. How do you think your solution would be received by Mr. Van Guilder?
7. If you retain Mr. Jones, what kind of relationship will be possible between him and Mr. Van Guilder, the other salesman?
8. Could this problem have been prevented? If so, how?

Case 3

Mrs. Peterson is the manager of a department in a large suburban department store. She has been with the store for six years and enjoys a good reputation for following company policies. Mrs. Peterson has hoped to work herself up to the position of imports buyer. She loves to travel, and the position would allow her to make overseas buying trips. The job would require her to spend as much as two months out of the year in Europe making purchases for the store.

The employees in Mrs. Peterson's department admit to her being a good supervisor. Several customers have passed compliments on to the store manager about the good service they have received from her department.

One of the store's policies is to drop whatever the clerk is doing to answer customer's questions.

One night recently, a clerk in Mrs. Peterson's department was counting the money in the register. It was 8:50, and the money had to be counted and a report submitted by 9 o'clock, which was the store's closing time. A customer who had been lingering asked the price of a clock in the case behind the counter. The price was clearly marked and the clerk so informed her. The customer complained that she could not read the price. Remembering the company policy about answering customers' questions, the clerk turned to check the price of the clock. When she turned around again to relate the price, she immediately noticed that the cash on the counter was missing. The woman was hurrying from the counter. The clerk immediately requested assistance from the store's security force which was slow to respond. The clerk was not allowed to leave her post, in accordance with company policy. The customer got away.

The clerk was a 17-year-old girl, had a good work record, and was attempting to follow the store policy as she thought it should be followed.

Mr. Johnson, the store manager, was very upset. When he spoke with the clerk in his office, he was not very tactful and indicated that he might fire her.

Mrs. Peterson was upset, too, because the episode had occurred in her department and at a time when she was being considered for the buyer's position.

Since Mr. Johnson is Mrs. Peterson's immediate supervisor, it is with him that Mrs. Peterson is about to discuss the situation regarding her clerk.

Questions:

1. What is the central issue in the case?
2. Did the clerk do anything wrong? If so, what?
3. Could the clerk have done anything to have prevented the theft?
4. Could Mrs. Peterson or the store have done anything to have prevented the theft?
5. If you were Mrs. Peterson, what would your recommendations be to Mr. Johnson? Why?

Case 4

Mrs. Kidder is the president of a nation-wide construction firm. The company builds single- and multiple-family homes in all parts of the country. Because of rising costs in construction and the need for low-income housing, Mrs. Kidder set up a subsidiary division and built a new plant two years ago in a moderately-sized town in a high-unemployment area. The new plant was designed to construct modular housing. (Modular housing is a system whereby the kitchen, complete with fixtures and appliances; bedrooms; living room; dining room; and all other rooms are built at the factory, shipped to the building site, and erected. A modular house can be put up in eight hours by a crew and a crane.)

Mrs. Kidder's new plant employs 250 people and is the largest employer in town. The sales volume has failed to reach the level necessary to keep down the cost of producing a house. The plant is barely breaking even and Mrs. Kidder is considering shutting it down. She has been giving it even more serious consideration since the president of the largest modular housing building firm in the east has filed a petition for bankruptcy in a Federal court.

Questions:

1. What is the central issue in this case?
2. What prompted Mrs. Kidder to build the plant in the first place?
3. What factors should Mrs. Kidder consider before she reaches a decision to remain open or shut down?
4. What would you recommend to Mrs. Kidder if you were a plant employee? . . . a member of the board of directors? . . . a shareholder?
5. What solution would you recommend to Mrs. Kidder?

Case 5

Tom Bryon owns and operates a small auto repair shop where he sells rebuilt engines for a popular imported economy car. Tom has two mechanics and two helpers working for him.

His shop is located in an old house with two outbuildings which were once used for garages. The pulling of the engines, rebuilding, and replacement of the engines are performed in the two outbuildings. Tom uses the house for his office.

The shop is located in a commercial area but is not on a main street.

Tom also owns a printing company which specializes in printing annual reports for local corporations.

The printing business has been his main source of income, but he is anxious to have his engine rebuilding business become more profitable. Currently he is making a small profit; but he feels there is much greater profit potential if he could only increase his volume.

He guarantees the rebuilt engines for 6,000 miles or six months, whichever comes first. Cars will be towed free up to 25 miles, to encourage people to give him their business.

Questions:

1. What must Tom do if he wants to get more volume?
2. What do you think of his physical facilities?
3. How would you improve his facilities?
4. What do you think of the location of his facilities?
5. How can he market his service?
6. Would your suggestions about his facilities and marketing cost money? If so, from what source(s) might the funds come?
7. Tom is the president and operator of both a printing company and an engine rebuilding firm. Criticize this situation.
8. Tell what specific actions Tom might take in the following: marketing, advertising, accounting, purchasing, personnel, and production.

TEACHERS'S KEY

Unit II

Self-Check

1. False
2. False
3. True
4. True
5. True
6. True
7. False

Unit III

Self-Check

1. False
2. True
3. True
4. False
5. False
6. True
7. True
8. True
9. False
10. True
11. False
12. True

Unit IV

Self-Check

1. Line
2. Executive Vice-President
3. Staff
4. GM--Retail Trade
   GM--Fabricating
5. Treasurer
   Personnel
   Engineering
   Advertising
   Research & Development
6. Personnel Department
7. Treasurer

APPENDIX H

SUPPLEMENTARY MATERIALS FOR DATA PROCESSING

	Page
Numeric Data on Punched Cards	H-1
Card A Report	H-2
Card B-F Report	H-2
Planning Cards For Recording Alphabetic and Numeric Information	H-5
Sorting Cards into Sorter Pockets	H-6
Computers and Numbers	H-8
Sales Analysis Using Data Processing	H-12
Case: Banner Office Equipment Company	H-13
You Be the Computer!	H-15
Business Data Project	H-16

SUPPLEMENTARY MATERIALS FOR DATA PROCESSING

NUMERIC DATA ON PUNCHED CARDS

In this activity, you will see how numeric information can be recorded on punched cards and then how this information can be used to make needed reports.

Card A Report

1. Look at Card A on the attached sheet. The card contains data from which a number of monthly reports are prepared.

2. From the information on this card, answer the questions on Card A Report.

Card B-F Report

1. Look at Cards B through F. On Card B-F Report, record the data that has been punched into the cards.

2. Answer the questions on Card B-F Report from the information you have tabulated.

Recording Numeric Data on a Punched Card

1. Get a blank card from your teacher. You are to plan the card to include the following data. Use only the spaces needed for each field. Use vertical lines to separate each field. Identify each field with an appropriate heading in the blank spaces at the top of the card. Put your name in the upper right-hand corner of the card.

   a) Date
   b) Quantity
   c) Amount
   d) Salesman
   e) District

2. Analyze the following information to determine the number of spaces needed for each field:

   a) (date) Allow enough spaces to record any date of the year
   b) (quantity) 1,350; 9; 58; 619; 999; 200
   c) (amount) $66.49; $2.23; $999.99; $250.00; $5.00
   d) (salesman) The company employs 31 salesmen.
   e) (district) The company has 10 districts.

3. On this card, record the following information. Use a pencil. Remember to use zeros if they are needed.

   a) Date - current date
   b) Quantity - 32
   c) Amount - $32.50
   d) Salesman - 25
   e) District - 6

Adapted from:
Automation Office Practice Set
Wanous and Wanous
South-Western Publishing Co.

CARD A REPORT

1. How many fields of information are shown on Card A? _____

2. How many columns are set aside for the field assigned to the date? _____

3. What date is punched into the date field? _____

4. How many columns are set aside for the field assigned to the stock number? _____

5. What is the stock number of the item sold? _____

6. How many units of the particular item were sold? _____

7. What is the code number of the state in which the sales were made? _____

CARD B-F REPORT

Card	Date	Stock No.	Quantity	Amount	Salesman No.	State
B	_____	_____	_____	_____	_____	_____
C	_____	_____	_____	_____	_____	_____
D	_____	_____	_____	_____	_____	_____
E	_____	_____	_____	_____	_____	_____
F	_____	_____	_____	_____	_____	_____

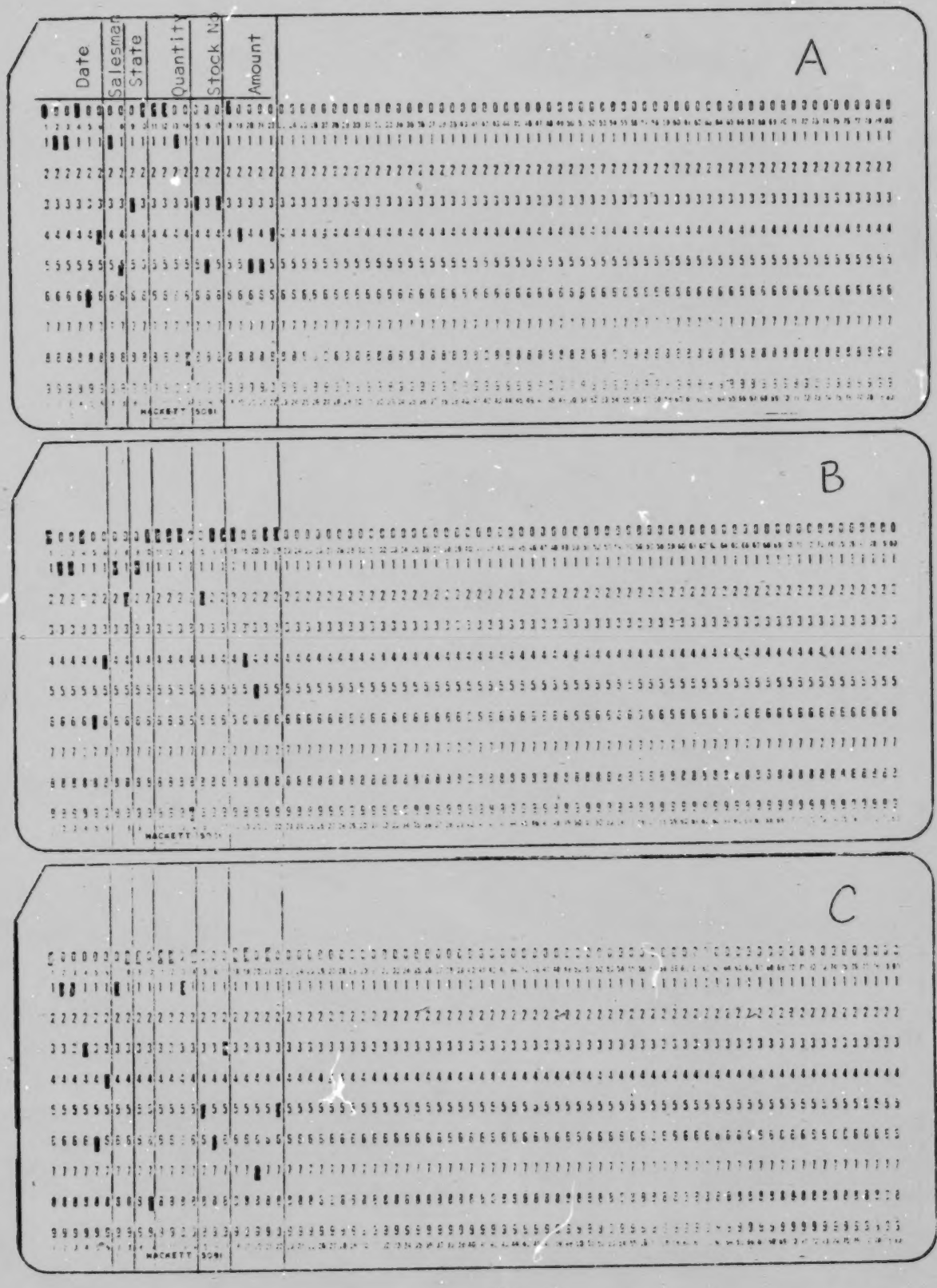
1. What is the total amount (in dollars) of the sales? _____

2. What are the total sales for Salesman 10? _____

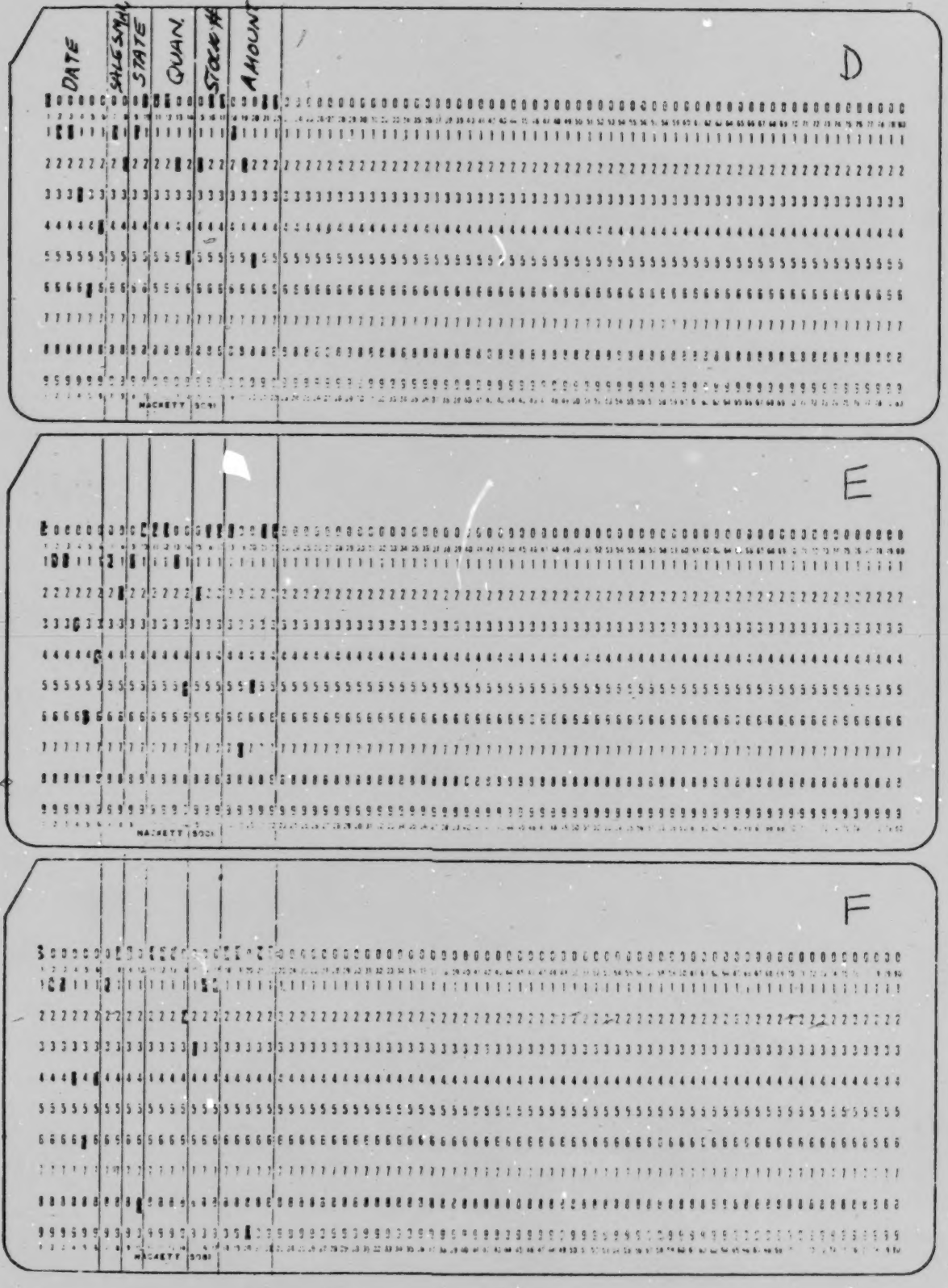
3. What are the total sales for State 10? _____

4. How many units of Stock No. 200 have been sold? _____

5. On what date was the biggest sales (in dollars) made? _____



H-3


DATE
SALESMAN
STATE
QUAN.
STOCK #
AMOUNT
D
E
F

PLANNING CARDS FOR RECORDING ALPHABETIC AND NUMERIC INFORMATION

The purpose of this problem is to give you an opportunity to plan FIELDS on cards for the recording of ALPHABETIC and NUMERIC information.

Supplies needed: 3 blank IBM cards, pencil, straight-edge

Card A Activity:

Label the first card A in the upper right-hand corner. On it, you are to set aside Fields for the following information. Draw vertical lines that designate the columns that are being set aside for each field, and print headings over the fields. Do not record the data.

a) Your first and last name (leave blank column between names)
b) The name of your city (spelled out)
c) The name of your school (abbreviate J H S)
d) The name of your first period class

Card B Activity:

Report cards are often handled on automated equipment. Student names, student numbers, homerooms, courses, and grades are examples of the data that can be handled automatically. If you were working with student grade records, you might be asked to plan fields for the following data. Label your cand B in the upper right-hand corner.

Name	Number	Homeroom*	Course	Grade
Abel, Carolyn	034178	9-30	Exp Bus Car	A
Helms, Ira	978561	9-48	" " "	B
Smith, Earl	896603	9-49	" " "	C
Johnson, James	670237	9-21	" " "	B
Lemmon, Gayle	893400	9-48	" " "	D

*The dashes in the homeroom numbers can be omitted when planning the fields.

Card C Activity:

Label the last card C in the upper right-hand corner.

a) On it, plan fields to record the following information. Draw vertical lines between the fields.

   (1) Rockville Paper Company
   (2) Purchase Order No. 701
   (3) January 20, 1974
   (4) $302.50
   (5) Rockville, Maryland

b) Print an appropriate heading over each field.
c) Record the foregoing information on Card C.

Adpated from:
Automation Office Practice
Set, Wanous and Wanous

SORTING CARDS INTO SORTER POCKETS

1. Assume you have on hand a deck of 20 cards with a three-digit number punched in Columns 20, 21, and 22 of the cards. The cards are to be sorted in numeric sequence, starting with the units digit (Column 22) and ending with the hundreds digit (Column 20).

2. The numbers punched in Columns 20, 21, and 22 of each card of the original deck are listed below:

151 (bottom card)	663
253	345
111	299
267	095
412	126
989	006
682	457
235	778
176	513
224	248

Remember: A deck is always placed in the card hopper face down. The bottom card of the deck in the hopper is always the first card to enter the sorter.

3. The report for this project shown three diagrams of the pockets of a sorter. With pencil, show in the pockets of Diagram A the numbers of the cards as they would appear after they first pass through the sorter.

4. Show in the pockets of Diagram B the numbers of the cards as they would appear after the second pass through the sorter.

5. Show in the pockets of Diagram C the numbers of the cards as they would appear after the third pass through the sorter.

6. At the bottom of the report, list in sequence the numbers of the cards as they would appear after the cards have been sorted.

Adapted from:
Data Processing Application
Wanous-Wanous-Wagner
South-Western Publishing Co.

CARD SORTER REPORT

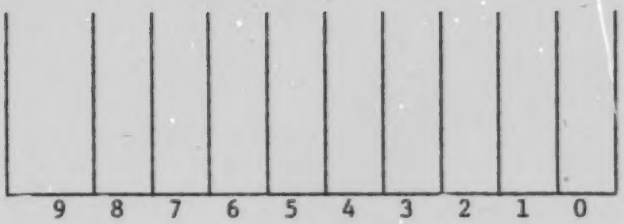


DIAGRAM A

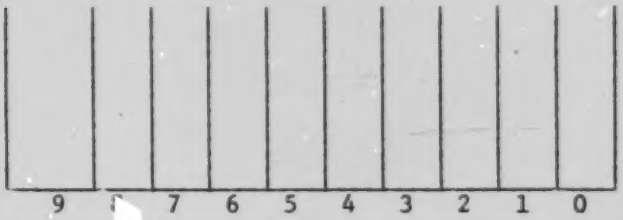


DIAGRAM B

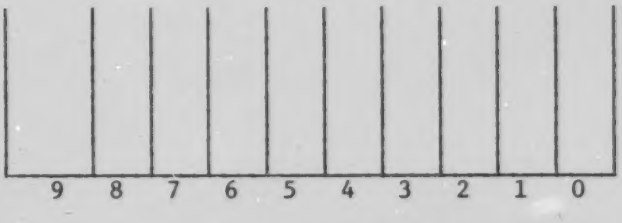


DIAGRAM C

Sequence after final sort, face of the card up:

COMPUTERS AND NUMBERS

Activity 1

Let's look at a new numbering system. This system is similar to the one used in computers. Look at the column of numbers.

8 0

4 0

2 0

1 0

If one of the little circles is filled in, it means, "Look at the number next to me!" Thus, 1 would be written like this:

8 0

4 0

2 0

1 ●

The circle next to number 1 is filled in. It represents the number 1. Here is how 2 is written:

8 0

4 0

2 ●

1 0

Number 3 is more difficult because there is no number 3 to mark. So, we will just have to make up the value of 3 by adding 2 and 1 together. Here is how it would look:

8 0

4 0

2 ●

1 ●

The number 4 is an easy on. It would look like:

8 ○

4 ●

2 ○

1 ○

Since there is no number 5, we are going to have to make the number up. Which will we use? You fill in the correct circles this time.

8 ○

4 ○

2 ○

1 ○

If you filled in the 4 and 1 circles, you did the correct thing. How about number 7? Can we write a 7 with the numbers available in this system? _____
(Hint: It will take <u>three</u> of our little circles: ___, ___, and ___.) Total: ___

Adapted from:
<u>Computers, People, and Data</u>
Merle W. Wood
South-Western Publishing Co.

Number 8 is an easy one, and number 9 is written by adding 8 and 1 together.

Now you have all of the digits learned, except for 0. The zero is nothing. Leave all of the circles blank if you want to write a 0.

At this point, try Activity 1.

The numbering system we use most often is called the DECIMAL number system. It is based on ten numbers: 0 through 9. When we want to write a number such as 10, 21, or 32, we use two columns. We will do the same with this new system. The columns will look like this:

8 ○○

4 ○○

2 ○○

1 ○○

The column of circles to the left will be used to record the "tens" and the column to the right will be used to record the "units." The number 11 looks like:

8 00

4 00

2 00

1 ●●

The numbers 10, 12, and 14 are written:

8 00	8 00	8 00
4 00	4 00	4 0●
2 00	2 0●	2 00
1 ●0	1 ●0	1 ●0

Do you understand how the system works? You can write any number up to 99 by using this system. To write beyond that, an additional row of circles would be added to the left for the "hundreds" column. The number 135 would look like this:

8 000

4 00●

2 0●0

1 ●●●

Now go on to Activity 2.

Activity 2

Here are some numbers. They are not in proper numeric order, however. Read each "number" and write the number it represents below each illustration.

8 0	8 0	8 0	8 0	8 0	8 0	8 0	8 0	8 0	8 0
4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0
2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0
1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0

Activity 3

Here are fifteen numbers written in this system. Read each one and write the decimal meaning below each one.

8 0	8 0	8 0	8 0	8 0	8 0	8 0	8 0	8 0	8 0
4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0
2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0
1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0

"CODES"

MD 541-30-4587

2-15-73

USCG mph

AM PM FM

00019-60

IBM AEC

GEICO

1100111

SALES ANALYSIS USING DATA PROCESSING

Making sales is important. However, making the sale is NOT the end of the transaction. After the actual sale is made, there is the preparation of sales invoices, packing and shipping the goods, collecting the amount due, replenishing the inventory, figuring the sales commissions, making the accounting entries, and many other activities. Also, there is a periodic analysis of sales. Management wants to know which salesmen are doing the best job as well as other information. This analysis must be based on a system of recording sales information which makes it possible to get the maximum amount of information with the minimum of effort. Today, this usually means some sort of use of data processing equipment. Sales information must be COLLECTED, RECORDED, STORED, and then PROCESSED.

In order to save storage space, much information which is placed into data processing systems is CODED. This means that some numbers of letters are used as abbreviations. Some codes are quite familiar to most people. For example, what does 12-15-73 mean? You probably guessed that it means December 15, 1973. If so, you are correct. Numbers were used to stand for a complete date. What does PM mean? How about MD? If you will just stop and think for a moment, you will discover that you already know hundreds of codes (or abbreviations.) In the sales problem which we will study, a company has developed a set of numbers which stand for certain information in a small amount of space. Such coding permits the rapid, efficient processing of sales information.

CASE: BANNER OFFICE EQUIPMENT COMPANY

Code System

Banner Office Equipment Company uses a five digit code to record information which they need to analyze their sales. The first two numbers indicate the salesman who made the sale. The third number indicates the district in which the sale was made. The fourth and fifth numbers indicate the type of product which was sold. Following this five digit code is the dollar amount of the sale.

Salesman	District	Product	Amount of Sale
01	1	01	236.00

To conserve space the transaction would be written: 01101 23600

Salesmen

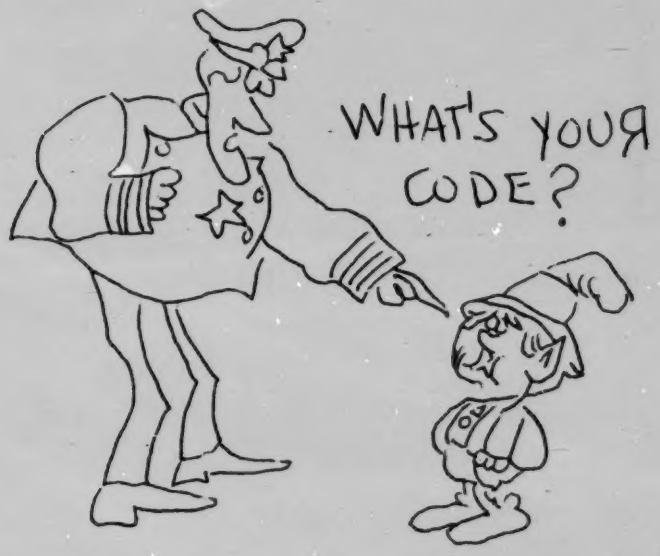
This company has eleven salesmen. Each man is given a two digit number. Instead of writing each man's name, his CODE NUMBER is used. For example, Mr. L. K. Hitch is a salesman. His code is "01." By using this code, we can indicate Mr. Hitch on a sales order by just writing "01." This is easier and quicker than writing "Mr. L. K. Hitch," and it saves space.

Districts

The company has seven districts in which it makes sales. Rather than write out "Northwest District" each time a sale is made in that district, a code is used. In this case, the company has assigned the number "1" to this district.

Equipment

The company has a number of major categories of equipment which it sells. Each one of these types is assigned a code number. Manual typewriters, for example, are coded "01."



Here is the complete sales transaction code for Banner Office Equipment Co.

Salesman		District		Product	
01	L. K. Hitch	1	Northwest	01	Manual typewriters
02	W. N. Mason	2	Southwest	02	Electric typewriters
03	R. W. Williams	3	Northeast	03	Full-Key adding machines
04	C. S. Jones	4	Southeast	04	Ten-Key adding machines
05	B. F. Fenton	5	North Central	05	Dictation equipment
06	C. L. Rivers	6	South Central	06	Calculators
07	G. O. Johnson	7	Central	07	Duplicators
08	C. R. Manning			08	Office storage equipment
09	A. V. Carstens			09	Office furniture
10	D. A. Livingston			10	Used equipment
11	R. R. Morgan			11	Miscellaneous

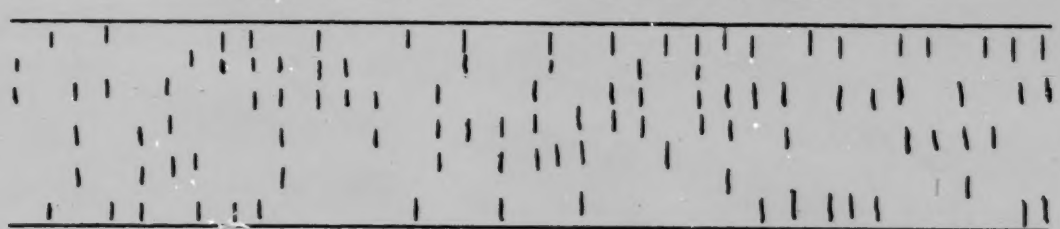
After writing up the details of a sale, the salesman wrote "05708 215.00" in the corner of the form. This information will be used in the data processing system for analysis for the sale. The first two numbers indicate the name of the salesman who made the sale, Mr. B. F. Fenton. The next number designates the district in which the sale was made. District 7 is the Central Sales District. The last two numbers of the code tell what kind of product was sold. The number "08" means office storage equipment. The amount of the sale was $125.00.

Can you read this transaction? 04704 23000

Can you read this one? 09311 2250

Information such as this on each sale will be fed into the data processing system and stored for later use. In this company, magnetic tape is used for data storage. Tiny electrical impulses are placed on the tape. Later, when it is necessary to analyze the information, these impulses are "read" much as you read the letters printed on a page. Here, greatly magnified, is an illustration of the way the electrical impulses are arranged on the tape for the various numeric and alphabetic characters. 800 characters can be "written" on a single inch of tape!

0 1 2 3 4 5 6 7 8 9 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



YOU BE THE COMPUTER!

A data file containing 100 sales transactions of the Banner Office Equipment Company has been made available to you. These transactions are written in numbers, instead of electrical impulses as they would be on magnetic tape. You are to read these numbers as a computer system would read the electrical impulses. You are to find the answers to a number of questions which the management wants answered. Some of the questions are easy--some are rather difficult. When you have answered the questions, you will understand why business is so eager to use automated data processing equipment in the analysis of data.

05705	48550	.	11201	43100	.	02503	24000	.	08106	87500
03402	38000	.	01602	64000	.	04701	19500	.	06605	48550
10107	36000	.	02502	38000	.	06602	64000	.	06605	48550
11206	87500	.	09307	36000	.	07501	23600	.	07503	21000
03409	11000	.	01604	28000	.	10110	19500	.	08108	6500
05707	36000	.	11201	23600	.	01611	8000	.	10102	38000
09308	4800	.	03406	87500	.	08102	26000	.	11205	48550
05708	21500	.	01602	38000	.	11202	64000	.	02504	26000
03401	23600	.	08103	24000	.	04706	39000	.	11205	48550
05702	26000	.	06608	21500	.	11202	38000	.	01609	8500
08101	23600	.	02506	87500	.	07502	28000	.	03410	12000
05702	28000	.	07507	36000	.	06602	52000	.	11202	64000
01601	19500	.	11205	48550	.	02503	21000	.	10102	38000
08102	38000	.	04706	39000	.	07503	26000	.	06602	38000
03402	76000	.	01608	9700	.	11209	98000	.	11208	21500
11204	23000	.	11207	36000	.	09311	1500	.	10105	48550
11202	26000	.	08103	24000	.	07502	38000	.	06605	48550
05710	6000	.	11211	2250	.	04701	19500	.	03402	38000
05702	76000	.	07510	8000	.	08102	38000	.	11205	48550
09311	1500	.	08102	38000	.	03404	28000	.	10102	38000
09307	36000	.	01601	19500	.	04708	21500	.	02510	6000
07501	23600	.	02504	28000	.	10108	10000	.	04701	23600
06611	1735	.	02508	21500	.	03408	21500	.	10106	39000
07511	1375	.	03608	10000	.	05710	6000	.	07504	23000
04704	23000	.	11206	87500	.	11202	70000	.	10106	39000

BUSINESS DATA PROJECT

_____ (Class) _____ (Name)

Decide HOW you are going to find the answers. Work carefully!

1. How many sales were made by:

   a) Hitch? _____ c) Johnson? _____

   b) Williams? _____ d) Manning? _____

2. Count the number of sales of the following products:

   a) Full-key adding machines _____ c) Duplicators _____

   b) Dictation equipment _____ d) Office furniture _____

3. What was the total dollar volume of sales made by Fenton? _____

4. The commission rate is 7% for all products. What was the total commission earnings for Mr. Fenton? _____

5. Which salesman sold the largest volume of manual typewriters? _____

6. List the dollar volume of sales of electric typewriters in these districts:

   a) South Central _____ b) Central _____

7. Which salesman did the best job of selling office storage equipment?

   _____

8. Which salesman has the smallest total sales? _____

9. In what district was the sales volume the highest? _____ Amount _____

   In what district was the sales volume the lowest? _____ Amount _____

10. Mr. Fenton has been our field sales manager, but he is not being given an important job in the home office. Which salesman would you select to be the new field sales manager?

    _____

    Why? _____

    _____

APPENDIX I

SUPPLEMENTARY MATERIALS FOR GENERAL CLERICAL

Page

Writing Checks, Making Deposits, and Keeping Records I-1

SUPPLEMENTARY MATERIALS FOR GENERAL CLERICAL

WRITING CHECKS, MAKING DEPOSITS, AND KEEPING RECORDS

Each check consists of two parts. One part is the STUB which remains in the checkbook. The other part is the CHECK which is detached from the stub and is sent to the party to whom the money is being paid. The stub provides a record of the important facts about any check that is written. A careful person will always fill out the stub before writing the check. If he does not, he may mail the check and later find he has no record of the details concerning the check.

No._____ $_____	No. HAPPY DAY NATIONAL BANK 1-315/260	
Date_____		
To _____	New York, N.Y._____ 19_____	
For _____		
	Pay to the order of _____	$_____
		Dollars
Dollars Cents		
Bal.Bro't For'd		
Amt. Deposited		
Total		
Amt.This Check		
Bal.Car'd For'd	:02 260: :08 30	

Before you deposit money in a bank, you prepare a DEPOSIT SLIP. The bank will give you a receipt for the money you deposited.

Adapted from:
Clerical Record Keeping
Baron and Steinfeld
South-Western Pub. Co.

HAPPY DAY NATIONAL BANK Deposited by		
PLEASE OMIT ALL DOLLAR SIGNS		
	Dollars	Cents
Bills		
Coins		
Checks List each check separately		
Total		

When you write a check stub and check:

1. Use an ink pen.
2. Complete the stub before writing the check.
3. Use your best handwriting. Write clearly and legibly. Checks that are not clear will not be accepted or paid by the bank.
4. Learn to spell correctly all the amounts you will need to write on checks.
5. If an error is made in writing a check, neither the stub nor the check should be used. In large letters across the stub and the check, mark "VOID." Then write a new check in its place.

Check Problem

On December 14, Robert Smith opened a checking account with the Happy Day National Bank. He deposited $300.00.

Directions:

a) Since this is a new account, no balance should be brought forward. Enter the deposit of $300 in the space for "Amt. Deposited" on the stub for check #1.
b) Fill in the total.
c) Assume you are Mr. Smith, and write check #1 on December 17 for $45.00 to the Tiger Auto Shop to pay for auto repairs. REMEMBER, FIRST COMPLETE THE STUB, AND THEN WRITE THE CHECK.
d) Bring forward the balance ($255) to the stub of check #2.
e) Write the stub and check #2 on December 19 for $23 to the New York Telephone Co. to pay for the monthly bill.
f) Bring the balance forward to the #3 stub.
g) Mr. Smith received his salary for the week and deposited it in the bank. Prepare a bank deposit slip for $105 in bills, $.80 in coin. Total the bank deposit slip. Then add the total amount to your check stub record and bring the balance forward.
h) Write the stub and check #3 on December 27 for $50.18 to the Jolly Green Giant Department Store for the balance due on Mr. Smith's charge account.
i) Write the stub and check #4 dated January 10 for $62.70 to the Edison Electric Co. for the bill of December 31.
j) Mr. Smith received some money that a friend owed him. He deposited it in the bank. Prepare a deposit ticket for:

Check 1-315	$25.00	
Check 5-51	7.50	
Bills	45.00	Two $20 bills, One $5 bill
Coins	.66	Two $.25, One $.10, One $.05, One $.01

Be sure to add the deposit to the stub record and to bring the balance forward.
k) Write the stub and check #5 dated January 15 for $120 to Cash. This is Mrs. Smith's food allowance for the week.
l) Write the stub and check #6 dated January 16 for $30 to Cash. This is the amount for weekly allowances for the children.
m) Write the stub and check #7 dated January 17 for $15.75 to the Bee Brown Milk Co. for the bill of January 5.
n) Mr. Smith received his paycheck for the week. Prepare a deposit ticket for $150 in bills and $.80 in coins. Total the slip and add the total to the stub. Bring your balance forward.
o) What was the total amount deposited to Mr. Smith's account during December? January?
p) How much did he spend during January through his checking account?

No. _____ $ _____
Date _____
To _____
For _____

	Dollars	Cents
Bal. Bro't For'd		
Amt. Deposited		
Total		
Amt. This Check		
Bal. Car'd For'd		

No. _____ HAPPY DAYS NATIONAL BANK 1-315/260

New York, N.Y. _____ 19 __

Pay to the order of _____ $ ____

_____ Dollars

:02 30: :8 30 :1 2 _____

No. _____ $ _____
Date _____
To _____
For _____

	Dollars	Cents
Bal. Bro't For'd		
Amt. Deposited		
Total		
Amt. This Check		
Bal. Car'd For'd		

No. _____ HAPPY DAYS NATIONAL BANK 1-315/260

New York, N.Y. _____ 19 __

Pay to the order of _____ $ ____

_____ Dollars

:02 30: :8 30 :1 2 _____

No. _____ $ _____
Date _____
To _____
For _____

Bal. Bro't For'd		
Amt. Deposited		
Total		
Amt. This Check		
Bal. Car'd For'd		

No. _____ HAPPY DAYS NATIONAL BANK 1-315/260

New York, N.Y. _____ 19 __

Pay to the order of _____ $ ____

_____ Dollars

:02 30: :8 30 :1 2 _____

HAPPY DAY NATIONAL BANK
Deposited by

Please Omit All Dollar Signs

	Dollars	Cents
Bills		
Coins		
Checks List each check separately		

HAPPY DAY NATIONAL BANK
Deposited by

Please Omit All Dollar Signs

	Dollars	Cents
Bills		
Coins		
Checks List each check separately		

APPENDIX J

SUPPLEMENTARY MATERIALS FOR MERCHANDISING

	Page
Successful Advertising	J-1
Preparing an Advertisement	J-1
The Headline	J-2
The Copy	J-2
The Illustration	J-2
Layout Ideas	J-3
Your Assignment	J-3
Effective Sales Demonstrations	J-4
Seven Rules for a Good Demonstration	J-4
Sales Demonstration Sheet	J-6
Demonstration Outline	J-6
Evaluation Guide for Observing a Sales Demonstration	J-8

SUPPLEMENTARY MATERIALS FOR MERCHANDISING

SUCCESSFUL ADVERTISING

A successful advertisement must attract attention, develop interest, create desire, and induce favorable action. The favorable action induced by the advertisement is the visit to the store to purchase the advertised merchandise. The salesperson's job is then to close the sale.

In order to recognize different kinds of advertisements, you are to make a collection of ten ads in notebook form. Each advertisement is to represent one of the following types of ads. Label each ad according to category, and explain why you think it fits that category. Prepare your notebook with care as if you were "advertising your advertising."

1. Attention Getter--This grabs your attention through the use of illustrations; vivid colors; decorations; preferred positions; unusual lettering; clever spacing; strong headlines; short, forcible sentences.

2. Induces Action--Ad suggests in some way that the viewer DO something--call, fill out order coupon, "BUY IT NOW."

3. Hunger Appeal

4. Imitation Appeal

5. Companionship Appeal

6. Desire for Good Health or Comfort

7. Desire for Pleasure and Fun

8. Economy Appeal

9. Ambition Appeal

10. Seasonal Advertisement (Identify the season used.)

PREPARING AN ADVERTISEMENT

Why does one advertisement attract attention while another barely catches a person's eye? To answer this question, you must understand the basic parts of an advertisement. The following parts are found in all good advertisements:

1. Attention-getting HEADLINE

2. Readable COPY

3. Interesting ILLUSTRATIONS

4. STORE LOGOTYPE

The Headline

To get customer attention and interest, the headline should promise benefits, contain news, or provoke curiosity.

Promise the Reader a Benefit:	A thin layer of NEW top'n bond repairs old concrete like new Boy-proof slacks by Mann . . . With new Dura-Knee
Tell Readers Some News:	Abercrombie and Fitch introduces the new Tensor steel badminton racquet. It makes a phwing instead of a phwong when you hit the birdie.
Provoke the Reader's Curiosity:	A funny thing happened on the way to a better banana.

Adapted from:
Advertising
William H. Antrim
McGraw-Hill Book Co.

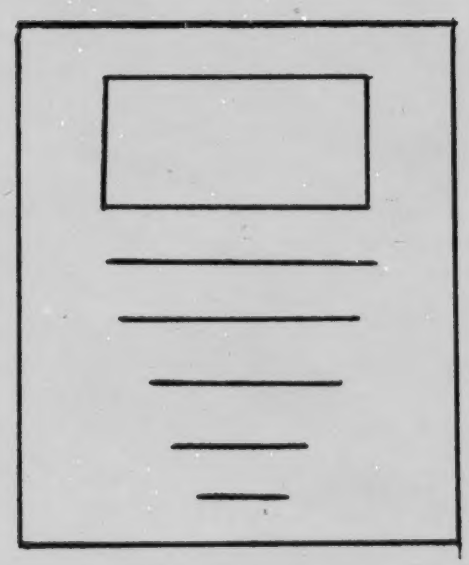
The Copy

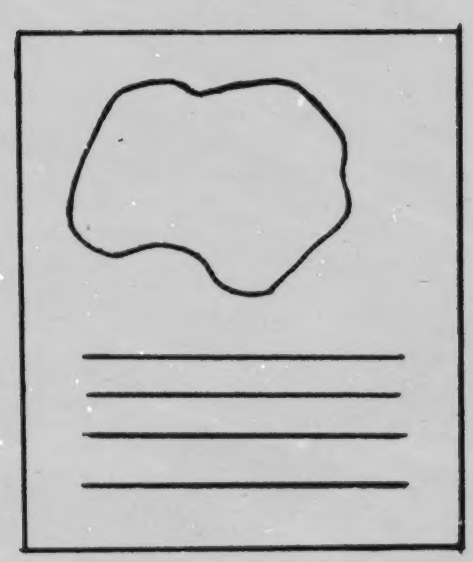
Good copywriting takes practice. It takes time to develop the technique of choosing the right words and arranging them in a manner that influences readers. Be sincere. Talk to your readers in a natural manner. Use nouns and verbs with strength and color. Use simple words. Make your sentences short.

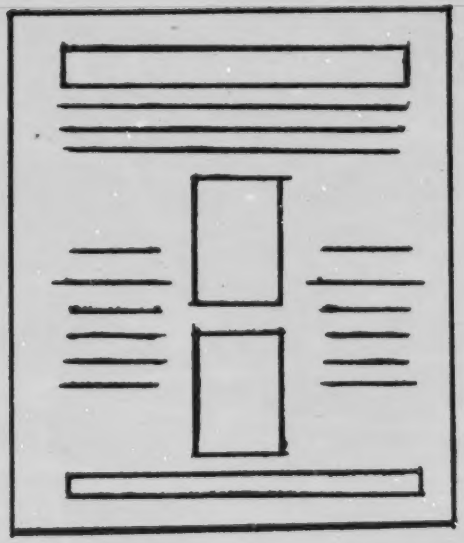
The Illustration

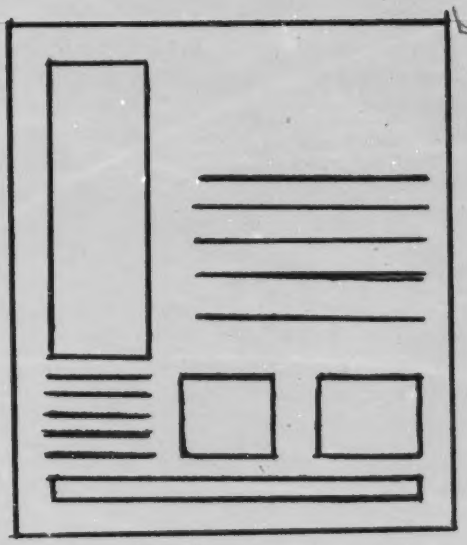
Illustrations create atmosphere for the advertisement and project ideas such as prestige, style, and beauty which cannot be described in the copy. The choice of the illustration depends on the product, the audience, the purpose of the advertisement. Illustrations that show the product are used most frequently by retailers. Others highlight a benefit that may be obtained from the use of the product or a need that is satisfied by the product. Advertisers may use drawings or photographs for their ads.

Layout Ideas









Your Assignment

You are employed as an advertising clerk in the Rockville store of Chuck's Camera Shop. You have just been given your first ad assignment. The purpose of the ad is to attract high school students as purchasers of 35 mm cameras. The store is trying to boost its Christmas sales of this camera.

You have been supplied with a fact sheet of the camera to be advertised. You are to prepare your ad on plain paper (8-1/2 x 11). Write appopriate headlines, copy, and use illustrations that you feel are most suitable for the layout. You may use drawings or photographs. The ad must contain one logotype for the store and the following information and slogan:

Address: 4153 Rockville Pike, Rockville, Maryland
Telephone: 296-8123
Store hours: Monday thru Saturday, 9:30 a.m. to 9:30 p.m.
"Satisfaction Guaranteed or Your Money Back"

Fact Sheet: 830 Camera, 35 mm Regular Price, $22.95
Sale Price, $18.88 Zone focus and electric eye let you get sharp focus and correct film exposure every time. f:2.8 lens. Uses 4-shot flashcube (not included) that automatically rotates. Pouch-type leather case included.

EFFECTIVE SALES DEMONSTRATIONS

The product demonstration is the most important part of the sales presentation. It is the point at which the sales person proves that the product will do all that is claimed for it.

A good demonstration provides five results:

1. The customer appreciates the product and would like to own it.
2. The customer is interested in the product.
3. The customer is likely to be sold on the product if he/she can try the product out.
4. The customer is not likely to resist the sale.
5. The customer feels confident about the product.

Seven Rules for a good Demonstration:

1. Plan and rehearse your demonstration.
2. Point out the benefits of the product.
3. Refer to the obvious features first.
4. Let the customer participate.
5. Get the customer to make a commitment about the product.
6. Dramatize.
7. Always be ready to close the sale.

Adapted from:
Basic Salesmanship
John W. Ernest
McGraw-Hill Book Co.

(1) Plan and rehearse your demonstration.

What do you think of this salesperson's plan?

CUSTOMER: I'd like to see how you take out the film from this camera. My old one never worked well.

SALESPERSON: Certainly, Mrs. Jones. Let's see now. There's a little thingamajig on the back that should open the camera. (Fumbles with the camera for about four minutes and then finally yells across the aisle to another salesperson.) Hey, George, how does this camera work?

CUSTOMER: Forget it. I'm afraid it would be too hard for me.

(2) Base the demonstration on benefits.

Consider the example given below, telling how a water-softener salesperson points out the benefits of soft water.

SALESPERSON: Mrs. Jones, the test made on your water supply indicates a hardness ratio of 22 grains, which means your water is very hard.

CUSTOMER: Oh, I guess I can learn to live with it.

SALESPERSON: I'm sure you can, Mrs. Jones, but do you really want to? Let me ask you this--do you worry about your skin aging?

CUSTOMER: Well, yes. My hands do get dried out and wrinkled, so I wear rubber gloves a great deal.

SALESPERSON: I have some letters here that have been received from people who have installed our water softener. Listen to what they say about how soft water helps <u>them</u> keep their hands youthful.

(3) Refer to the obvious features first.

When demonstrating a dishwasher, the salesperson would first talk about the appearance of it, mentioning the design and perhaps the attractive door handle. Then, the salesperson would open the door and reveal the dish racks, the soap container, and the remaining interior features. Next, there would be a demonstration of the cleaning mechanism. Last, the "hidden features" would be indicated.

(4) Let the customer participate.

Notice how this salesperson uses this rule:

SALESPERSON: Just sit down on this chair, Mr. Smith. Now, doesn't that feel good? You can prove the soundness of the frame for yourself. Now just lean back as you would at home. How does that feel?

CUSTOMER: It certainly feels comfortable.

(5) Get commitments from the customer.

A good salesperson stops the demonstration occasionally and asks questions such as:

"What do you think?"
"Don't you agree, Mrs. Ross?"
"Isn't automatic defrosting a wonderful thing?"

(6) Dramatize!

Notice how the vacuum cleaner salesperson in the following case uses dramatization.

SALESPERSON: (assembling mix master) You'll be interested in knowing why this cleaner operates so easily and how it prolongs rug life.

CUSTOMER: Just why do you say that?

SALESPERSON: This cleaner vibrates the rug with only three ounces of pressure. I'll show you this by placing a card here and marking the spot. When the rug is lifted, it will lift the card. Watch as I switch on the motor. There! Did you see it rise? I'll mark the card again. You'll then be able to see the distance your rug is lifted off the floor. Would you place your fingertips on the top of the card, Mrs. Davis? Do you feel the gentle vibration? Press down on the card, and you'll notice that only three ounces of pressure are required to push away the rug.

CUSTOMER: It really is very gentle.

(7) Always be ready to close.

This salesperson is ready to talk himself right out of a sale!

SALESMAN: Now the fifth feature of this refrigerator, Mr. Johnson, is its fully automatic adjustment for temperature. There is no need to adjust the temperature or to go through all the fuss and bother of defrosting.

CUSTOMER: It's very simple, isn't it? That's exactly what I want.

SALESMAN: Now, just a moment, Mr. Johnson, I'm not through explaining about the rest of the refrigerator. I have seven more things to tell you about, and it will take ten minutes.

SALES DEMONSTRATION SHEET

Create a sales demonstration of a product that you own and are thoroughly familiar with. You will present your demonstration to the class. Select a product which is small enough to bring to school to use in the demonstration. At the end of the demonstration, turn in your Sales Demonstration Sheet. Prepare a sales demonstration outline for the product.

(Example: The product might be a camera, and the feature being considered might be cartridge loading.)

Demonstration Outline

I. PREPARATION

A. Gather together items

1. Camera
2. Cartridge
3. Flash Cube

B. Do NOT open camera when it contains unexposed cartridge

II. PRESENTATION

A. Show how easy it is to open the back of the camera.
B. Locate the push button, making certain the potential customer knows where it is.
C. Drop in sample film cartridge, making sure customer understands the way to fit it into the camera.
D. Show how to close the camera case.
E. Review by removing film cartridge and having customer insert cartridge.

III. CLOSE SALE

After you have prepared the sales demonstration sheet, complete the following:

Suggest at least two ways in which you can get the customer to participate in the demonstration.

1.

2.

Write three remarks you could make to get customer commitments.

1.

2.

3.

Describe two types of visual aids you could use in the demonstration to illustrate the features.

1.

2.

EVALUATION GUIDE FOR OBSERVING A SALES DEMONSTRATION

PRODUCT _____ DATE _____

APPROACH	FAIR	GOOD	EXCELLENT
1. Used good opening statement			
2. Established a friendly atmosphere			
DEMONSTRATION			
3. Well-organized			
4. Demonstrated each feature			
5. Let the customer participate			
6. Emphasized the benefits of the merchandise			
7. Made the picture clear--used dramatics			
8. Tried to effect a close-of-sale			

APPENDIX K

SUPPLEMENTARY MATERIALS FOR STENOGRAPHY

	Page
Lesson 2	K-1
Lesson 3	K-4
Lesson 4	K-6
Lesson 5	K-9
Lesson 7	K-11
Lesson 8	K-14
Lesson 9	K-16
Lesson 10	K-18
Lesson 12	K-25
Lesson 13	K-27
Lesson 14	K-29
Lesson 15	K-31
Word Lists	K-38

LESSON 2

Expand the sound process on page 115 under "Shorthand Code." Write the following on the chalkboard, ditto masters, stencils, or transparencies; or Xerox the number of copies needed. Emphasize that there are no hard words or difficult words in the English language; all words are combinations of simple sounds.

say	sa	stay	sta
day	da	name	nam
May	Ma	fame	fam
Ray	Ra	game	gam
bay	ba	lame	lam

At this point, involve the students by asking them for additional examples. The teacher can write the words on the chalkboard or have a student write the words on the chalkboard as they are given.

see, sea	se	team	tem
knee	ne	ream	rem
tree	tre	seam	sem
fee	fe	steam	stem
Lee	Le	stream	strem

Students suggest additional words.

right	rit	high	hi	slow	slo
bright	brit	sigh	si	flow	flo
fight	fit	cry	kri	toe	to
fright	frit	try	tri	rough	ruf
flight	flit	glow	glo	enough	enuf

Students suggest additional words.

(eight)	at
weight	wat
freight	frat
sleigh	sla
neighbor	nabr

LESSON 2 Continued

Here is an excellent opportunity for the teacher to introduce homonyms for broadening the vocabulary and to substantiate the theory in shorthand of "writing by sound."

know, no	write, right	steal, steel
see, sea	sight, site, cite	vane, vain, vein
meat, meet	nose, knows, noes	break, brake
sleigh, slay	dough, doe, do (do: in musical scale)	new, knew, gnu
wait, weight	heal, heel	hear, here

Students suggest additional homonyms in the time allotted for this activity.

Sentences: The following sentences can be written on the board or prepared in advance using some form of duplicating process. These sentences can be read after the lesson has been introduced and can serve as review material.

1. 9 / the 1.
2. 9 / the d - 9
3. d= will / the d.
4. d= put the d of the 9 in the 9.
5. The d of the 9 was on television.
6. d= put the d in a 9 place.
7. d= d was kept in the 9.
8. The 9 cut the d in d= 4 of the program.
9. d= and the 9 went to the 9 -
10. He d the d and then / for the purchase.

LESSON 2 Concluded

KEY TO THE SENTENCES:

1. Save the fee.
2. Save the vase.
3. Fay will save the vase.
4. Fay put the fees of the ace in the safe.
5. The face of the ace was on television.
6. Fay put the vase in a safe place.
7. Fay's vase was kept in the safe.
8. The ace cut the fees in Phase 4 of the program.
9. Fay and the ace went to the sea.
10. He sees the vase and then saves for the purchase.

LESSON 3

The material in the KEY of the DECODING MESSAGES is counted in groups of 20 words (1.4 syllables) for convenience in timing for reading or for dictation.

Page 119

KEY: 1. May sees me. 2. May Amy see me? 3. Fay saves the fees for me. 4. Amy may see the safe. 5. We may face the Navy team. 6. May/ sees Amy near the vase. 7. See me at eight. (27)

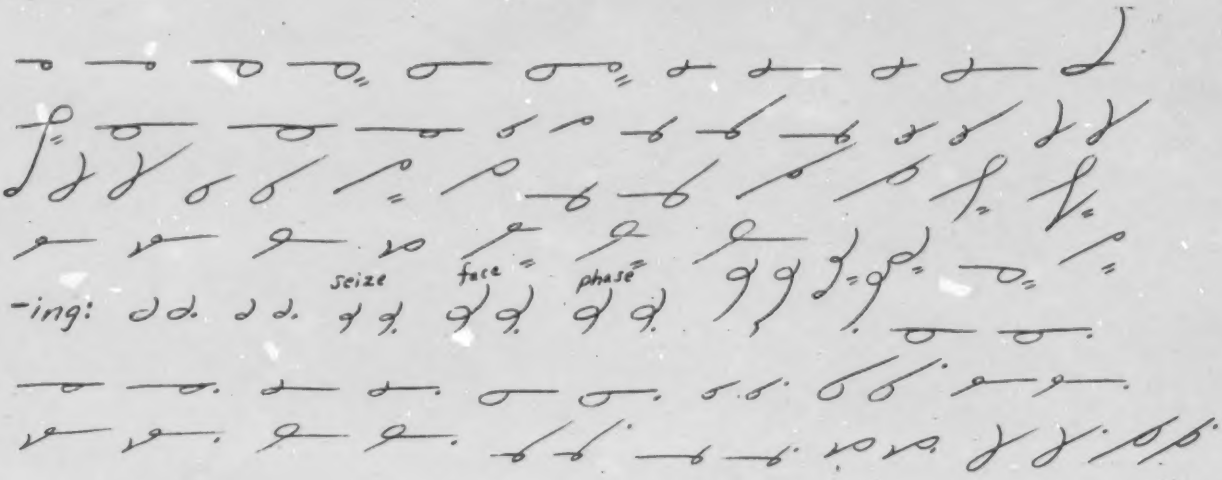
(The number at the conclusion of each key indicates the total number of words in the reading material.)

Page 120

KEY: 1. Amy ate at the tea. 2. Dean may eat later in the day. 3. Dave may aid Dean at the meeting. 4. Fay may stay for a date/ with Dane. 5. Fifi made a vase for the team. (27)

TO THE TEACHER: Present the material in the textbook as each principle is introduced; then use the following word list and sentences as review or supplementary material. The material may be written on the chalkboard or duplicated so that each student receives a copy.

Review:

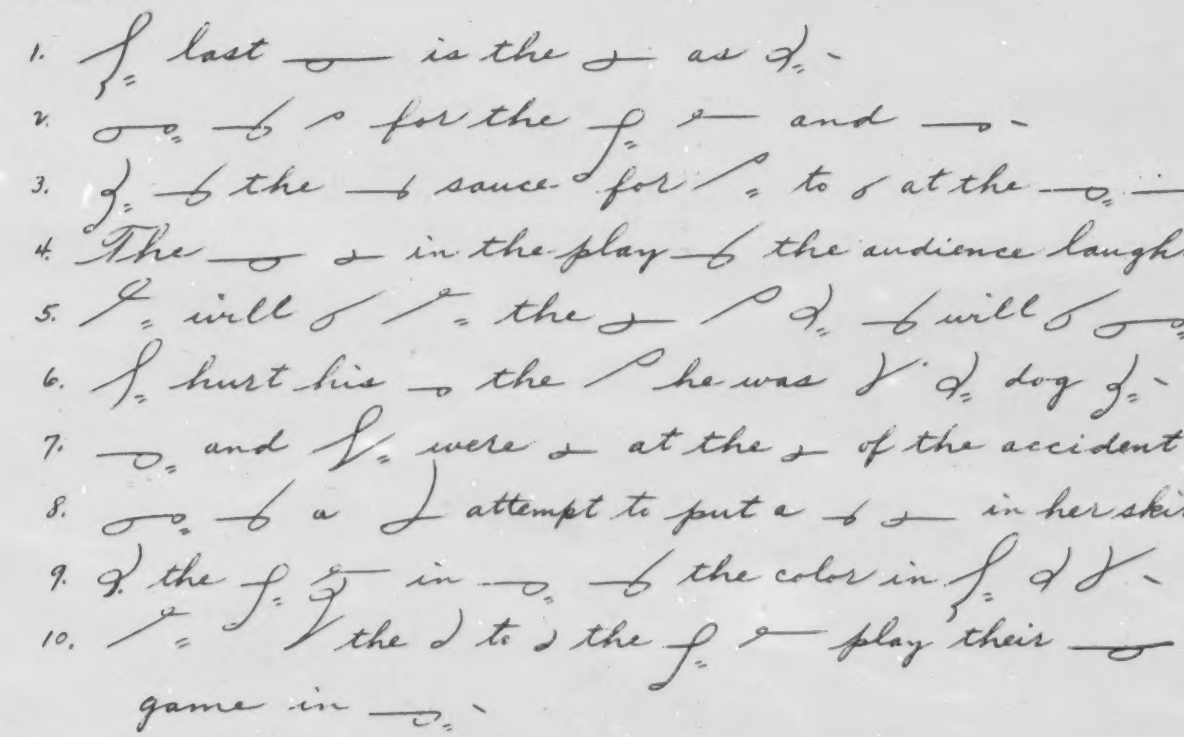


LESSON 3 Continued and Concluded

KEY: knee, me, may, May, aim, Amy, seen (scene), seem, sane, same, vane (vain, vein), Navy, name, main (mane), mean, eat, tea (tee), neat, need (knead), meet (meat), seat, seed (cede), feet (feat), feed, fate, fade, ate (eight), aid (aide, ade), Dee, day, mate, made (maid), deed, date, Dave, David, team, steam, tame, stay, Dean, Dane, dame, Fifi, Fay, May, Dee

-ing: say, saying, see, seeing, seize, seizing, face, facing, phase, phasing, save, saves, saving, name, naming, mean, meaning, seem, seeming, aim, aiming, eat, eating, aid, aiding, team, teaming, steam, steaming, tame taming, need, needing (knead, kneading), stay, staying, fade, fading, date, dating

SENTENCES:



KEY:
1. Dave's last name is the same as Fay's.
2. Amy made tea for the Navy team and me.
3. Fifi made the meat sauce for Dee to eat at the May meeting.
4. The main scene in the play made the audience laugh.
5. Dane will aid Dean the same day Fay's maid will aid Amy.
6. Dave hurt his knee the day he was feeding Fay's dog Fifi.
7. May and David were seen at the scene of the accident.
8. Amy made a vain attempt to put a neat seam in her skirt.
9. Facing the Navy team in May made the color in Dave's face fade.
10. Dean saved the fee to see the Navy team play their main game in May.

Page 122

KEY: 1. He may heat tea on the stove. 2. May drove me home in haste. 3. Will Fifi heed the note from her foe? 4. This is the season for①/ snow. I hate snow. 5. He has no phone in his home. 6. Fay may sew all day at home. (33)

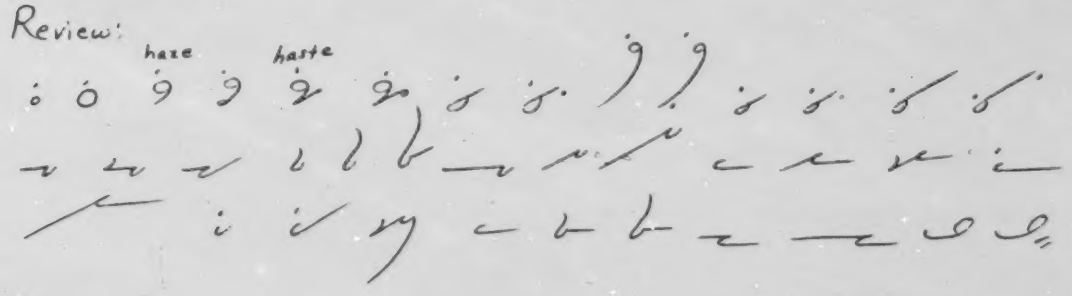
Page 123

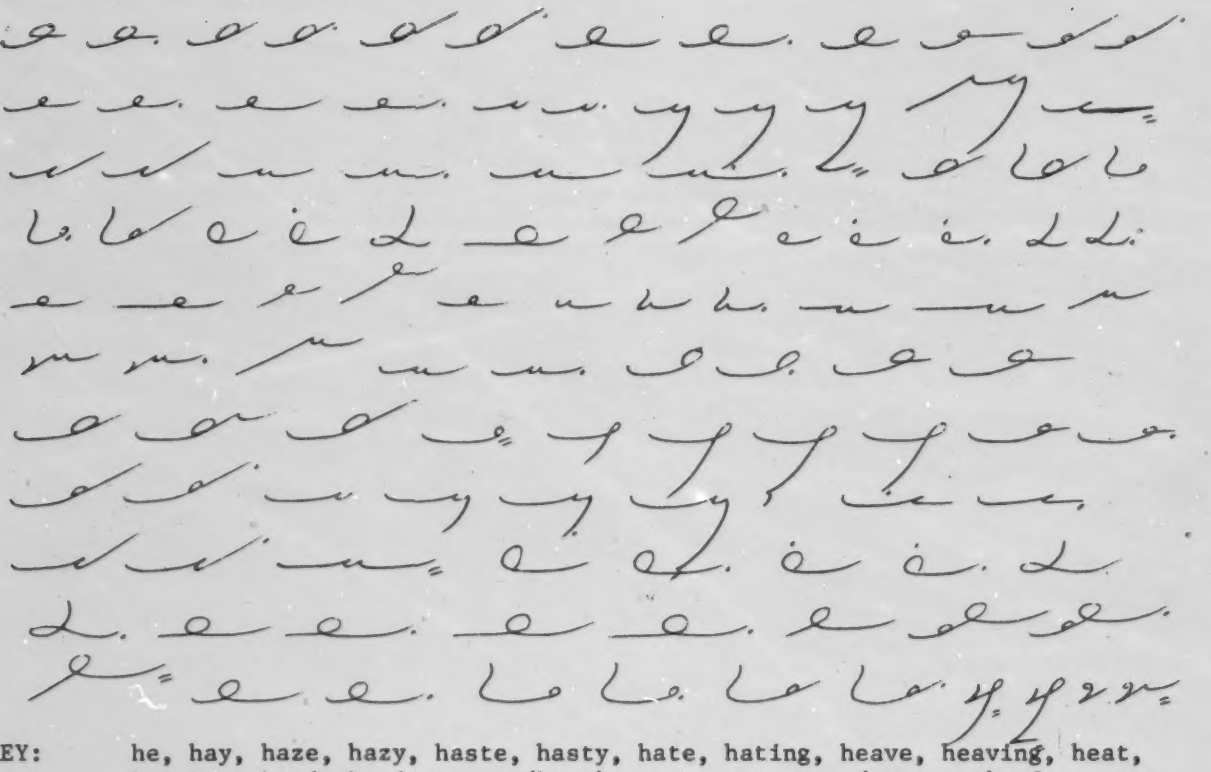
KEY: 1. I hear Ray made the rowing team with ease. He may row me home. 2. Ray wrote a note about the freight rate. I fear he may①/ owe a large fee. 3. Dave may meet me near the store. He may buy a stove for his home. 4. Dane showed me a rare stone. He found it②/ near the road. He wrote to Ray for more information about the stone. Ray may see it soon. (55)

Page 124

KEY: 1. Lee stayed late. Steven stayed later. Rain made me leave for home. 2. Steve's feet are sore. He is really feeling low. Steven may①/ leave the store soon. 3. Lee drove in the rain. The rain made Lee late for the meeting. He may see the retail store later. 4. Mary②/ may see Dale on the road to the East. He is motoring home later for the Easter season. (57)

Review:



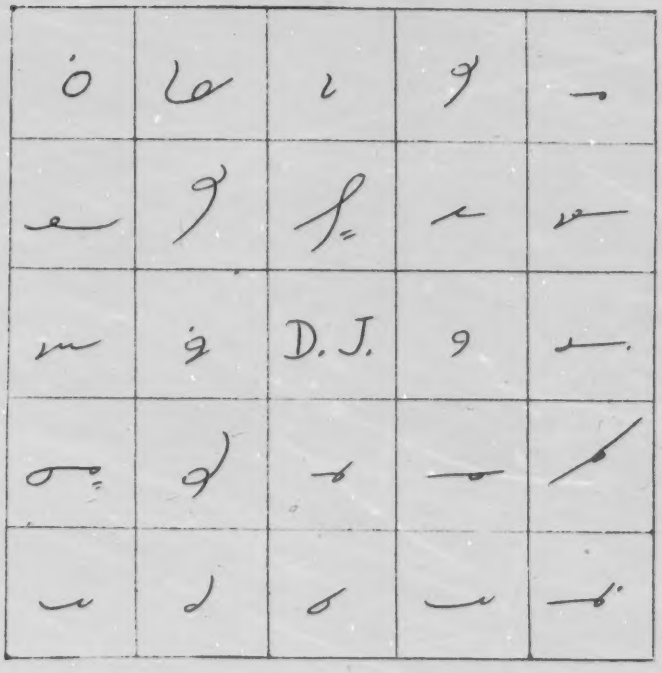


KEY: he, hay, haze, hazy, haste, hasty, hate, hating, heave, heaving, heat, heating, heed, heeding, no (know), snow, note, so (sew, sow), foe, vote, mow, toe (tow), doe (dough, do), own, tone, stone, home, dome, hoe, hoed, stove, own, zone (sewn), phone, known, moan, ray, Ray, rain (reign), raining (reigning), rate, rating, raid, raiding, rail, railing, rare, ream, read, reading, rear, rearing, reel (real), reeling, row, rowing, rove, roving, Rover, drove, Rome, rote (wrote), rode (road), roar, roaring, roll (role), rolling, rate, freight, free, freeing, freed, air (heir), hair (hare), fair (fare), mare (mayor), tear (tare), dare, ear, hear (here), hearing, fear, fearing, near, mere, tear (tier), dear (deer), rear, or (ore, oar), soar (sore), soaring, nor, more, tore, store, storing, door, roar, roaring, lay, laying, lane (lain), lame, late, later, laid, Lee, leaf, leave, leaves, leaving, lean, leaning, lead, leading, low, loaf, loafing, loaves, loan (lone), loaning, load, loading, Lowell, ail (ale), ailing, hale (hail), hailing, fail, failing, nail, nailing, mail (male), mailing, tail (tale), retail, retailing, Dale, rail, railing, flee, fleeing, fleet, fleeting, Steve, Steven, east, Easter

ACTIVITY: Play "D. J." (bingo) with the vocabulary words in the text in Lessons 2, 3, and 4. Each student makes a (card) or piece of paper with 25 blocks--5 rows across and 5 rows down--and writes D. J. in the center block (free one). The student will select 24 words at random from the text and write them in shorthand on the card or piece of paper--one shorthand outline in each block. The teacher compiles a list of the words in the text and reads one word at a time. If the student has that word on his card, the student will put an "X" over that outline. When the student fills one row horizontally, one row vertically, one row diagonally, or the 4 corners, the student says "D. J." (bingo) and is declared the winner of that

particular game. The teacher should check the list of words to see that all words were on the card and that those particular words were called. The teacher can continue the game by rearranging the words; if each word is written on a small piece of paper or small card, the small pieces of paper or cards can be reshuffled, and the game can begin again. Each time there is a winner, the student says "D. J." (for Diamond Jubilee). Small prizes could be given at the discretion of the teacher.

An example of a card follows:



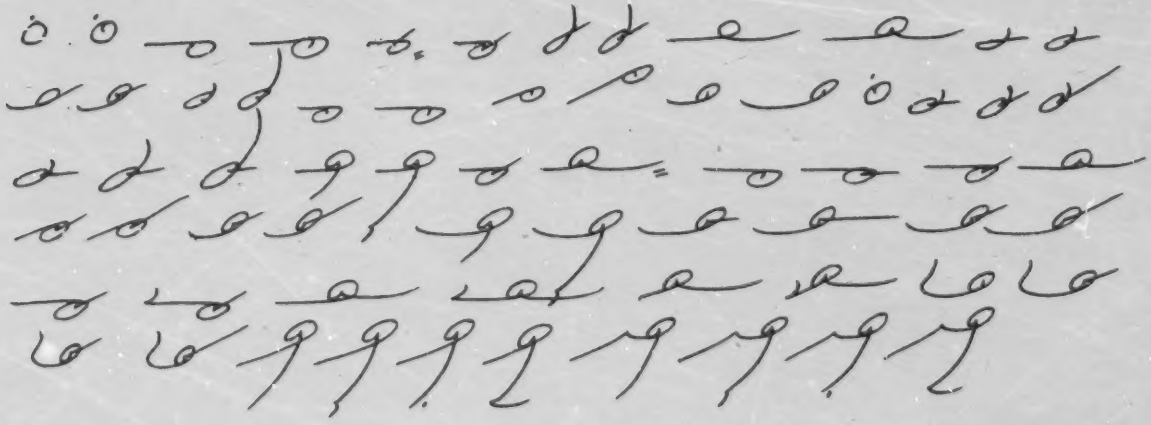
Page 125

KEY: 1. I am meeting Dean for tea. 2. I made a date for May 29. I am meeting Amy. 3. He may have a vase for ①/ me. I need a vase. 4. May I see Dave? I may stay for a day. 5. I have a free day for tea in May. Dave may see me. ②/ 6. I know Steve. He is meeting me near Erie in May. (49)

Page 126

KEY: 1. Cy might fly from Maine at night. 2. Ray is on my side. He is feeling fine. 3. The train might not leave for Erie. It is on ①/ a siding. It may need a light. 4. I might drive for an hour or so. I am tiring. Ray may drive for me. I have a ②/ feeling he is a fine driver. He will see me home in safety. (51)

Review:



KEY: hay, high (hi), may, my, Nat, night, fate, fight, male (mail), mile, sane, sign, rate, right (write, rite), sigh, vie, nigh, my, tie, die (dye), rye, lie, high, sign, sight (site, cite), side, sign, fine, vine, knife, knives, night, Nile, my, mine, might (mite), mile, tight, tied, right, ride, life, lives, line, lime, light, lied, might, smite, mile, smile, tile, style, fly, flight, fright, fried, dive, dives, diving, diver, drive, drives, driving, driver

ACTIVITY: Schedule a relay. The teacher prepares a list of proper names on the left side of a sheet of shorthand notebook paper--one for each row (or team) of students. A complete list is prepared for each team. At the "go" signal, the first one in the row transcribes (in the space provided on the right side of the sheet) the proper name listed on the first line. After transcribing that first outline, the student turns the paper over so that no answers will be revealed at any time during the relay. The student leaves that particular desk, moves to the end of that row, and the student next in line in the row gets up and moves to that first desk and transcribes the second shorthand outline on the paper. That student, too, turns the paper over immediately so that no answers will be revealed. This relay continues until all names have been transcribed. The first student in the row can assume the role of captain of that team. The captain of the team will turn in the completed transcript. The first team (or row) with the greatest number of correct answers will be declared the winning team. Small prizes could be given at the discretion of the teacher.

A suggested list of proper names to be used for the relay follows:

	KEY		KEY		KEY
1.	Lee	10.	Dale	19.	May
2.	Fifi	11.	Ray, Rae	20.	Steve
3.	Rome	12.	Amy	21.	Stephen
4.	Rover	13.	Dane	22.	Mary, Marie
5.	Fay	14.	Dean	23.	Nile
6.	Taylor	15.	Dee	24.	Dave
7.	David	16.	Steven	25.	Maine, Main
8.	Easter	17.	Nate		
9.	Rhine	18.	Cy		

Page 129

KEY: Ray owns a horse. His name is Mighty Stride. Ray feeds his horse three meals a day. He is training Mighty Stride for racing.①/ His horse might race at the state fair in May. Lee may ride Mighty Stride in the race. (34)

Page 130

KEY: I hear that Peter made the papers. His horse placed first in the race at the state fair. Peter is pleased to be a prize①/ winner. (21)

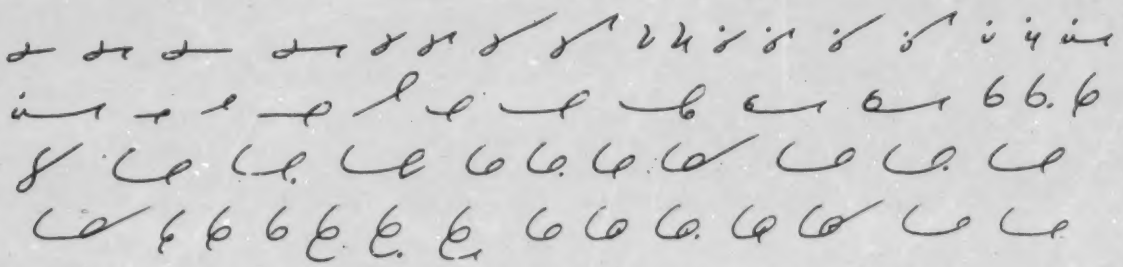
Page 131

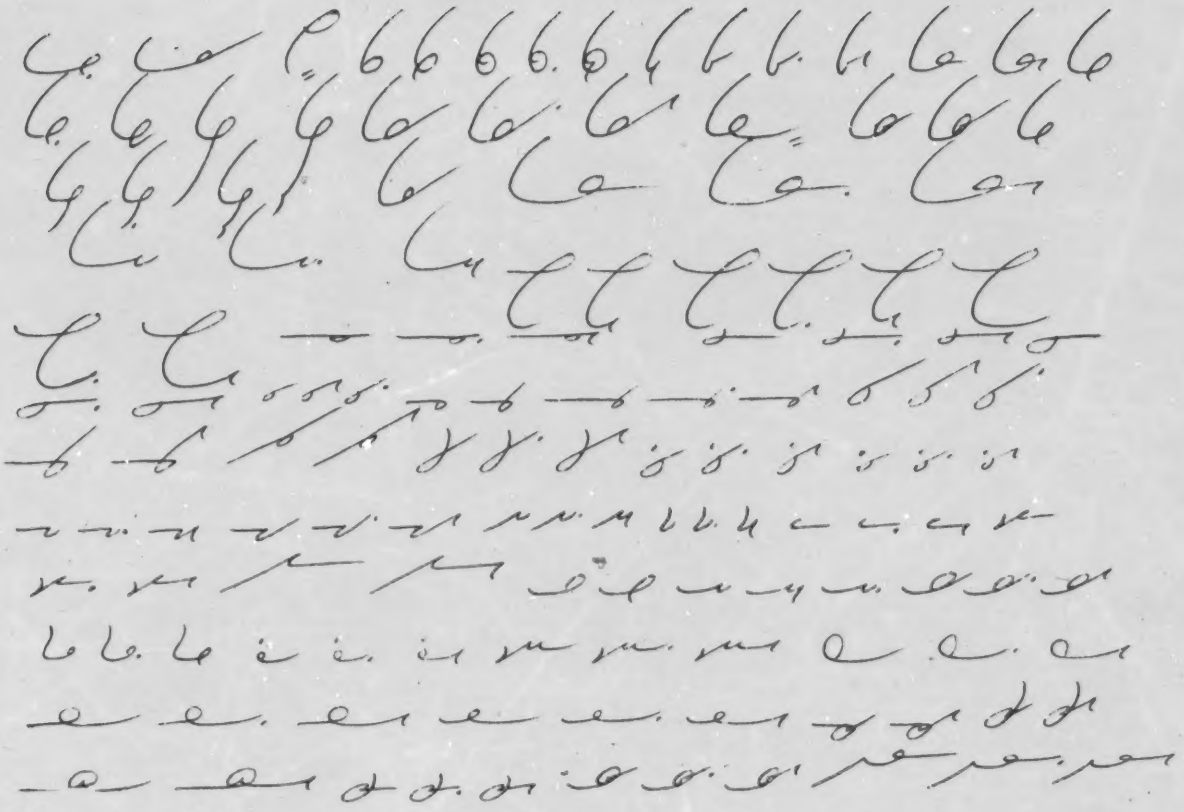
KEY: Abe is my neighbor. He buys boats for racing at sea. He may buy me a sailboat. I might beat my fine neighbors in①/ a relay race at the bay. (25)

Page 131

KEY: May 10 is the date for the motorboat racing at Breezy Bay. I am placing my boat in the final heat. Dale①/ is driving for me. He knows boats; he knows motors; he will please the people at the Bay. I hope he is right on the②/ beam on May 10. (43)

Review:





KEY: scene (seen), scenes, seem, seems (seam), seat, seats, seed (cede), seeds (cedes), sew (sow, so), sews (sows), heat, heats, heed, heeds, hoe, hoes, horse, holes, niece (knees), tease (teas), maize, days (daze), race (rays, raise, raze), lays (lace), lazy (lacy) seals, sales, pay, paying, pays, paid, place (plays), placing, placed, pray (prey), praying, prays (praise, preys), prayed, play, playing, plays (place), played, piece (peas), pays (pace), paper, papering, papers, pray, pry, prying, pries (prize, price), pried, plea, pleas (please), pleasing, plead, Abe, bay, bays (base, bass), buy, buying, buys, bows, boat, boating, boats, brain, brains, brace, bracing, braced, brave, braves, braid, braiding, braids, Braille, bright, bride, breeze, brief, briefing, briefs, breed, blame, blaming, blames, blow, blowing, blows, neighbor, neighbors, labor, laboring, labors, label, labeling, labels, mean, meaning, means, seem, seeming, seems, aim, aiming, aims, eat, eats, eating, knee, neat, meat (meet), meeting, meets (meats), aid (ade, aide), aids, aiding, maid (made), maids, deed, deeds, fade, fading, fades, hate, hating, hates, heat, heating, heats, know (no), knowing, knows (nose, noes), note, noting, notes, tow (toe), towing, tows (toes), sew (sow, so), sewing (sowing), sews (sows), own, owning, owns, stone, stoning, stones, dome, domes, ray, rays (race, raise, raze), row, rows, rowing, rate, rating, rates, free, freeing, frees (freeze), hear (here), hearing, hears, store, storing, stores, ail (ale), ailing, ales (ales), nail, nailing, nails, reel (real), reeling, reels, night, nights, fight, fights, mile, miles, sign, signing, signs, write (right), writing, writes (rights), dream, dreaming, dreams

ACTIVITY: Schedule a relay. Duplicate on a ditto master the words below. Each student receives a copy. At the signal of "Go," the students transcribe the word or words to the right of the shorthand outline. The student who turns in the paper with the greatest number of correctly transcribed words is the winner. As a variation of this same idea, the teacher may allot a certain time limit for the activity. The student with the greatest number of correctly transcribed words is also declared the winner.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

KEY:

1. baby
2. bison
3. bridesmaid
4. adobe
5. arena
6. cellophane
7. blaze
8. buy
9. Braille
10. cider
11. bee
12. rosemary
13. bay leaf
14. mayonnaise
15. parsley
16. poultry seasoning
17. maple
18. pine
19. sea horse
20. pear, pair, pare

Page 132

KEY: 1. Are Dale and Abe flying to Erie? 2. I have not seen Dale at the air base for a day or so. 3. Dean and Lee are buying ①/ an airplane in the East. 4. It will have two motors; it will fly at high speeds. 5. The plane will have lights for night flying. ②/ 6. Most of the people in Erie will be at the airport. (50)

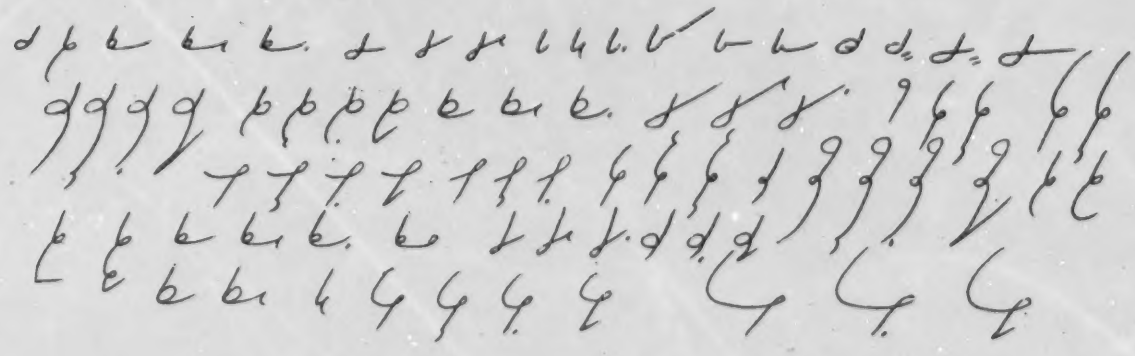
Page 133

KEY: 1. Doreen will leave for the shore in a day or so. It is shady in the evening at the shore. Doreen will not read ①/ the papers in the shade. 2. She showed Dale the sailboats at the shore. The sailboats are made for racing in the high seas. ②/ (40)

Page 134

KEY: 1. Fifi chose Mr. Chase for the speech at the meeting. He teaches in Rome. He may reach here on May 27. 2. The ①/ retail store owners have a fine chair for Mary Blane. She made a speech at the store owners' meeting in Reno. ②/ (40)

Review:



KEY: she, sheep, shear (sheer), shears, shearing, sheen, sheet, sheets, show, shows, showing, showed, shown, shore, shy, Shay, Shane, shame, shave, shaves, shaving, shaved, shape, shapes, shaping, shaped, share, shares, sharing, shade, shades, shading, each, peach, peaches, beach (beech), beaches, reach, reaches, reaching, reached, teach, teaches, teaching, peach, speech, speeches, cheese, achieve, achieves, achieving, achieved, cheap, cheaper, cheapen, cheapest, cheer, cheers, cheering, cheery (cherry), cheat, cheats, cheating, chase, chasing, chased, chair, chairs, chose, preach, preaches, preaching, preached, bleach, bleaching, bleached

ACTIVITY: Schedule a relay. Assign each row of students as a team. Send each row to the chalkboard. Select words from the textbook from the lessons that have been introduced. Give one word at a time. Each student will write the word in shorthand and immediately cover it with the eraser. The students at their seats also write the word in shorthand in their notebooks. The teacher checks each student's shorthand outline on the board. If the outline is correct, the student erases it immediately and remains standing at the board. If the outline is incorrect, the student erases it and sits down. The student who remains standing is declared the winner for that row or team. The winners from each row or team then compete for final championship.

Page 135

KEY: 1. Dean is meeting Jean at the train. Dean's age is 18. He will drive his jeep. He is buying snow tires for his jeep. He ①/ will need four tires. His jeep has a four-wheel drive. 2. Jane may stage a show for the speech people. Jane knows most of the people. ②/ She will not be a stranger at the show she stages. (49)

Page 136

KEY: 1. Trudy is moving in two days. She is moving to the East. 2. Sue may be able to reach the seashore at noon. She ①/ needs a room near the shore. 3. Lou is doing fine. He may be able to have fruit in a day or two. 4. I have to buy ②/ a pair of shoes. I will need a pair of boots, too. (49)

Page 137

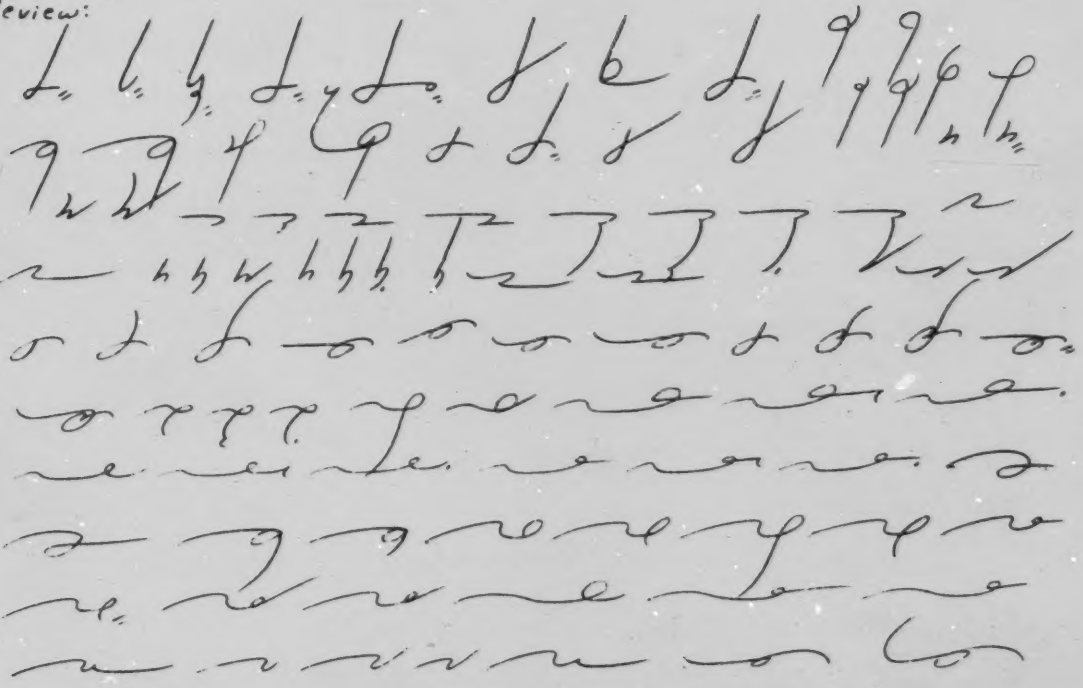
KEY: I am writing to Clyde to close our home in Lake George. It is too cool at the lake for me. I do not like a cool ①/ breeze. Clyde will keep the keys. I will make a flight to the lake to take the keys to Erie. (35)

Page 137

KEY: The girls at school have a bowling league. Bowling is a game I like, so I will try to go with the girls. I have gray ①/ bowling shoes, but one has a hole in the sole! If I buy a pair of bowling shoes, I will try green shoes to change my ②/ luck. (41)

LESSON 9 Concluded

Review:



KEY: Jean (Gene), Joe, Joseph, Jane, Jamie, jade, jail, Jake, sage, age, page, rage, cage, gauge (gage), stage, oblige, shake, Jake, shade, jade, siege, sage, sue, Sue, suit, food, new (knew, gnu), news, noon, moon, move, moves, moving, moved, tour, tool, shoe, shoes, shoot (chute), chew, chews (choose), choosing, juice, rule, room, route (root), rude, ache, fake, bake, make, take, rake, lake, shake, pike, bike, Mike, like, keep, keeps, keeping, crave, crate, claim, claims, claiming, clear, clears, clearing, clean, cleans, cleaning, gain, game, gave, gaze, gray, grays (graze, grace), grave, grape, green, Greece, greed, greet, glare, gleam, glean, goal, go, goat, coat, girl, league, plague

ACTIVITY: The teacher may select an activity within the time frame allotted for Lesson 9.

Page 139

KEY: Do you know the date for the bowling game? I would like to see Trudy bowl. You will have a "treat for sore eyes" when Trudy①/ is at the line. She is a fine bowler. If you were at the league game, you know what I mean. I shall try to be②/ at the lanes when she is bowling. (46)

Page 140

KEY: 1. Cora parked too near a corner last night. The police placed a tag on Cora's car. She will have to appear at the①/ jail to pay a fine. 2. Sam will drive the tan car to the farm. I will take the large fan in my Falcon van. I will be②/ the last one to arrive at the farm. 3. Nan adds fast. She may take the prize in class. Pam may appear to be fast, but I③/ have a feeling Nan is faster. (66)

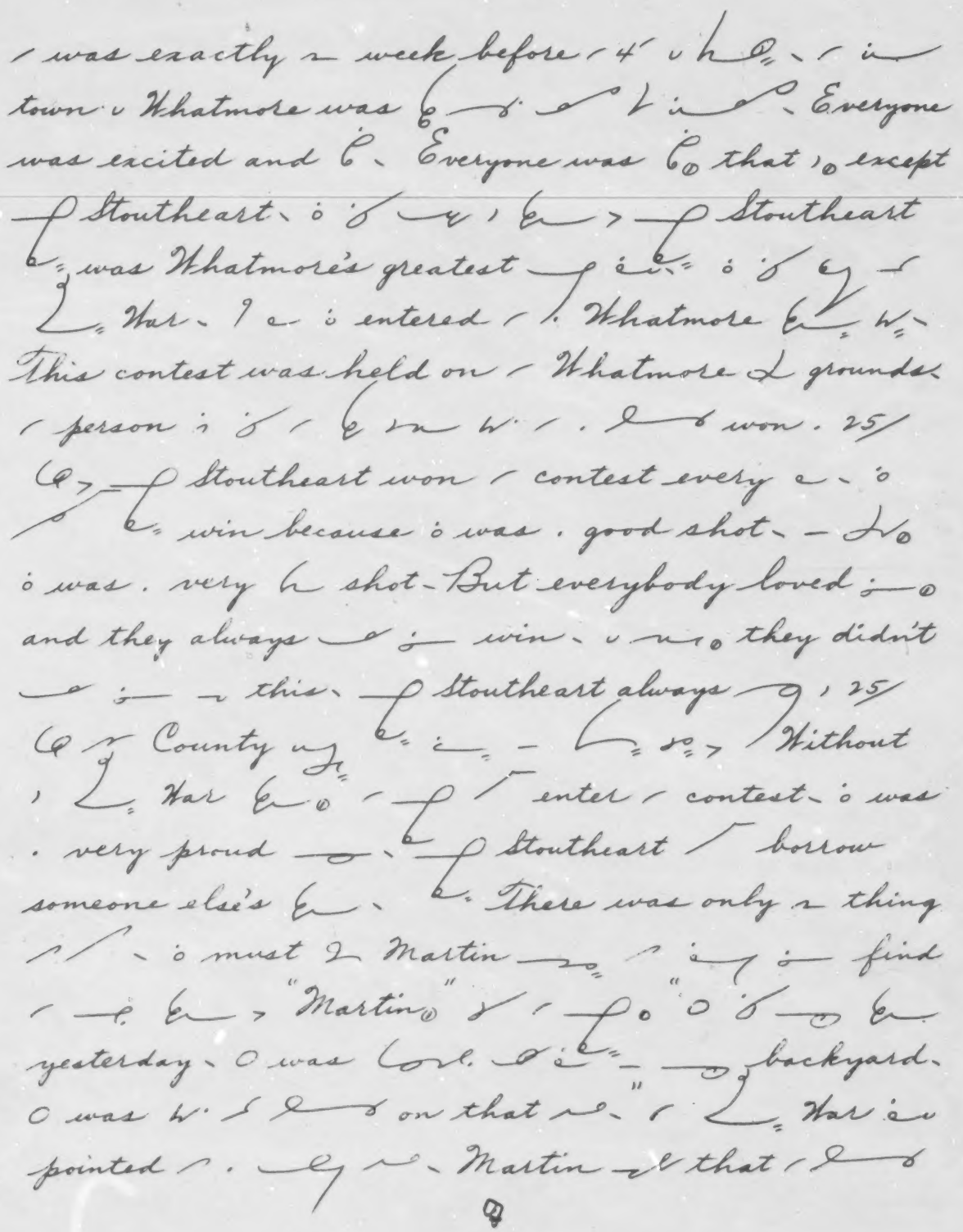
Page 141

KEY: 1. Did you take the test in history? Ted tells me it is a stiff test. You will have to hurry to get it finished. 2. Ernest①/ checked the list of names you gave him. He said he did not locate all the names on the list. He will keep on searching②/ till he is able to give you the right address for each. 3. Jim tells me he may get his Dad's car to take to the dance.③/ If he drives, I do hope he will let me sit in the back seat. (71)

ACTIVITY: Have students read the mystery story provided for class activity following the introduction of Lesson 10, "The Mystery of the Major's Missing Pistol."

THE MYSTERY OF THE MAJOR'S MISSING PISTOL

(To be used following Lesson 10)



shots usual "was time "
"world's youngest detective "
outside yesterday morning
into house was gone" answered
Stoutheart "Was "
Martin "Yes But don't how
could out looked all over yard
don't find Whatmore
over 25 " Martin opened
detective took out
young detective all over backyard
looked everywhere find
Stoutheart along after Martin
very look on
and shook Martin looking
turned Stoutheart "what about
that duck pond" Martin pointed
Stoutheart's duck pond ducks
swimming muddy water "
ducks yesterday walked all around
pond and threw pieces ducks

this every P. replied - L. Wat is - > " - could
fallen out - s i - n - - e d - ducks. d -
12 = e = old detective > "That awful." d -
Southeast. I'l - that pond we'll never find
- . There's . lot - mud on - bottom. Besides.
I - b - l there n - - . - ruined >"
"All - - ." d Martin calmly. "We -
- d . l' use - super-special powerful
- . by Corplow - / - > " Martin took
- by - and - special - collapsible
b out - - detective - i l - on - end - b -. Martin then put - gently -
water and walked around - pond - - was hard
work - . - went (and i - hadn't found -
b > " - - isn't - pond." d - with .
frown > " l' just n - - time." answered
Martin > 4 minutes & and suddenly Martin
- . clunk - end - b - i pulled - out
- water - - - i - up. - old rusty
> > "Look." d Martin. "What's that - out
- - d - > x - looks - - end - . b
b - - - - must - fallen into - > "

And it was the butler who found the pistol so Stoutheart won. Whatmore then went on to tell how Martin had found the pistol and the crowd cheered as he shook Martin's hand.

THE END

Martin Mooney's Minute Mysteries
Casebook Number 1
by Robert Monson and Edgar Johnston
Educators Publishing Service, Inc.
Cambridge, Massachusetts 02138

KEY

THE MYSTERY OF THE MAJOR'S MISSING PISTOL

It was exactly one week before the Fourth of July. The whole town of Whatmore was busy getting ready for the holiday. Everyone was excited and happy. Everyone was happy, that is, except Major Stoutheart. He had lost his pistol.

Major Stoutheart was Whatmore's greatest living hero. He had served in the Civil War. Each year he entered the Whatmore Pistol Shoot. This contest was held on the Whatmore fair grounds. The person who had the best score shooting at a target won a $25 prize.

Major Stoutheart won the contest every year. He did not win because he was a good shot. In fact, he was a very poor shot. But everybody loved him, and they always let him win. Of course, they didn't let him know this. Major Stoutheart always gave his $25 prize to the County Orphan's Home in Big City.

Without his Civil War pistol, the major would not enter the contest. He was a very proud man. Major Stoutheart would not borrow someone else's pistol. There was only one thing to do. He must ask Martin Mooney to help him find the missing pistol.

"Martin," said the major, "I had my pistol yesterday. I was practicing right here in my backyard. I was shooting at the target on that tree." The Civil War hero pointed to a large tree. Martin noticed that the target did not have even one bullet hole in it. The major was missing his shots as usual.

"When was the last time you had the pistol?" asked the world's youngest private detective.

"Like I said, I practiced outside yesterday morning. When I came back into the house the pistol was gone," answered Major Stoutheart.

"Was the pistol in your holster?" asked Martin.

"Yes, it was. But I don't see how it could have jumped out. I've looked all over the yard. If I don't find it I'll miss the Whatmore Pistol Shoot. I have not missed one in over 25 years."

Martin opened his black detective bag. He took out his magnifying glass. The young detective searched all over the major's backyard. He looked everywhere. He could not find the pistol.

Major Stoutheart followed along after Martin. He had a very sad look on his face. He rubbed his big long mustache and shook his head.

Martin Mooney stopped looking. He turned to Major Stoutheart. "Major, what about that duck pond?" Martin pointed the magnifying glass at Major Stoutheart's duck pond. Four fat ducks were swimming in its muddy water.

"Well, I did feed the ducks yesterday. I walked all around the pond and threw pieces of bread to the ducks. I do this every day," replied the Civil War hero.

"It could have fallen out of your holster when you were feeding the ducks," said the twelve-year-old detective.

"That would be awful," said Major Stoutheart. "If it's in that pond we'll never find it. There's a lot of mud on the bottom. Besides, if the pistol stays there one more night, it will be ruined."

"All is not lost," said Martin calmly. "We have one more chance. I'll use my super-special powerful magnet. Professor Cornplow made it for me."

Martin took the large magnet and his special Acme collapsible fishing pole out of his black detective bag. He placed the magnet on the end of the pole. Martin then put it gently in the water and walked around the pond. It was hard work. An hour went by and he still hadn't found the pistol.

"Maybe it isn't in the pond," said the major with a frown.

"I'll try just one more time," answered Martin.

Four minutes passed and suddenly Martin felt a clunk at the end of the pole. He pulled it out of the water. The magnet had picked up a big old rusty can.

"Look," said Martin. "What's that poking out of the top of the can? It looks like the end of a pistol barrel to me. It must have fallen into the can."

And so it was. The missing pistol had been found. Needless to say, Major Stoutheart won the Whatmore Pistol Shoot on the Fourth of July. He told the crowd how Martin had found the pistol. The crowd cheered when the major shook Martin's hand.

Page 144

KEY: 1. Dick is writing a theme for his class. He is writing about the care of teeth. It will be three pages long. He will①/say, "To be healthy, you will need healthy teeth." 2. Our class is having a picnic in March. Though the date has not yet been②/set, it will be near the middle of March. These picnics are lots of fun. Plan to be at the picnic.

Page 145

KEY: It was hot crossing the river. Jack dropped his coat to the floor of the tiny boat. Steering with care, he missed the thin①/logs that were floating in the stream. Soon he would see Ted on the shore offering to help him get the boat to the log cabin②/at the edge of the forest. (46)

Page 146

KEY: When Jack saw Ted, he was talking with his neighbors, John Todd and his daughter Mary. Ted left the Todds and moved to the①/shore of the broad river. He threw Jack a line and helped him draw the boat to the edge of the shore. Jack was happy to②/be home again. (43)

KEY: Do you know that before you finish decoding your reading lesson, 400 people will be hurt in accidents①/in the United States? Most of the mishaps will take place in a spot you might believe is the

safest on earth--the② home.

Each day 75 people die in the "safety" of the home. Little tots and folks who are 65 or③ more are the most prone to accidents. It is sad, though true--the little fellows are hurt in one out of four accidents in④ the home. The old folks are hurt in half of the home accidents. The home is not really as safe as you might imagine.⑤

The major source of harm in the home is a fall. Falls, fires, and burns are really the most frequent killers. Close to⑥ 35 people die each day from a fall in the home. Folks seem to fall from everything--trees, roofs, ladders, beds, chairs, and⑦ stairs. (141)

Page 148

KEY: Dad said, "You can go to the meeting in James's car." I met James. It was about 8 p.m. when he noticed there①/ was no gas in his car. This made me late for the meeting. I rode to the meeting with Dad. I was an hour late. There②/ was little that James was able to do. He rode with Dad, too. Dad helped him get his car going. He was not happy③/ about helping him. (64)

Page 149

KEY: Jane took a look at the book on the desk. It was a cookbook. Pulling a chair close to the desk, she read with speed the①/ pages about salads. She had not made a salad before. Moving to the kitchen with speed, she began to follow②/ the advice of the cookbook. It would be a fine salad. It would make a fine meal for her dad. (57)

Page 150

KEY: Jane felt lucky. The salad was beginning to take shape. It was beginning to look like a salad. Above the①/ bowl, Jane was shaking just enough salt, just a pinch of pepper, just enough salad oil. Moving with speed (as one often②/ does), Jane knocked the salad bowl with her elbow, spilling the salad on the kitchen floor. Jane was shocked. What was she③/ to do? It was too late to make more salad. Scooping it up, she placed the salad back in the bowl! This was Jane's first④/ tossed salad. Have you tried tossing a salad? (88)

Page 150

KEY: Did you ever have a flat tire on your car? Was it a tubeless tire? If it was, you may not have had to remove①/ the tire from the car to repair it. You can take care of most flat tires right on the car if you can locate the leak.②/

If the tire is flat, blow it up. Then listen for a fast leak. If you can hear the leak, rotate the tire till you spot③/ the cause of the leak. To stop the leak, all you need to do is place a rubber plug in the hole with a tire needle.④/ When the rubber plug is in place, you can blow up the tire to its correct pressure. You will then be ready to drive.⑤/ (100)

Page 151

KEY: Do you realize that you have a treasure that you need not keep in a vault? No one can steal your treasure, nor can it①/ leave of its own will. The treasure is "knowledge." I am sure you can add to it each day. As you do, knowledge will light②/ all the dark roads you may have to follow in life. About this there is no question. (54)

Page 152

KEY: Are you a baseball player? Do you like to win? Do you know that the wise batter learns to "read" the pitcher? When we①/ say, "read the pitcher," we mean that the batter keeps his eyes on the pitcher to see the way he moves to throw a slow②/ ball, a fast ball, a curve ball, or a waste pitch. A winning pitcher will try to worry the batter by not letting③/ the batter "read" him. (64)

Page 153

KEY: Do you like to walk? Our gym class is hiking through the woods to Lake Wolf in March. This will be a fine change in our school①/ routine. We will walk to the lake and have a picnic near the swelling waters. It will not be warm enough to swim,②/ though it may be warm enough to wade near the shores. Be sure to take your woolen sweater to wear in the evening. It③/ may be cool in the evening. (65)

KEY: Would you like to be a baseball umpire? There are 75,000 baseball umpires in the U. S.① Most umpires say it is a nice way to earn a living. Umpires travel, stay at fine hotels, work only in warm② weather, and get to watch a baseball game just about every day. What is more, when the game has been played and the players,③ fans, and umpires leave the ballpark, only the umpires can say, "I won all the arguments."

Still, it may not be④ so easy a way of earning your pay. I was looking at a cartoon in our paper. It showed a baseball umpire⑤ buried up to his neck in pop bottles, beer cans, and a wagon load of paper cups. Near the umpire were the⑥ batter and catcher. The batter was saying to the catcher, "All he said was play ball!" (135)

Page 155

KEY: What you eat has a good deal to do with the way you feel. Eating should be one of your pleasures, though you should not①/ overeat. It should not be the chief pleasure in your life. The way to good health is eating to live, not living to eat.②/ You should have balanced meals for good health as well as for growth. If you are not feeling chipper, it could be that you are③/ not getting proper balance in your food. (67)

Page 156

KEY: Our animal friends need balance in their foods, too. You will find that your dog or cat is a better friend when he eats①/ good meals. The brand foods that you buy at the store are fine for your pet. What kind should you buy? It really does not matter.②/ Just make sure you give him good balance in his food. You need not spend a good deal to buy the best food for your best friend!③/ (60)

Page 157

KEY: Is there a painting job you need to do in your home? Good painting is easy to do if you follow these hints. It①/ is apparent that you should buy a good paint. Make sure that the entire surface you are going to paint is smooth, clean,②/ and dry. Do the painting in a warm, dry room. Reduce large painting jobs into smaller ones. Plan for plenty of drying③/ time between coats. (64)

KEY: Painting a room at home may not be a stirring event in your life. Here are a number of hints to keep in mind① when choosing a color for the room:

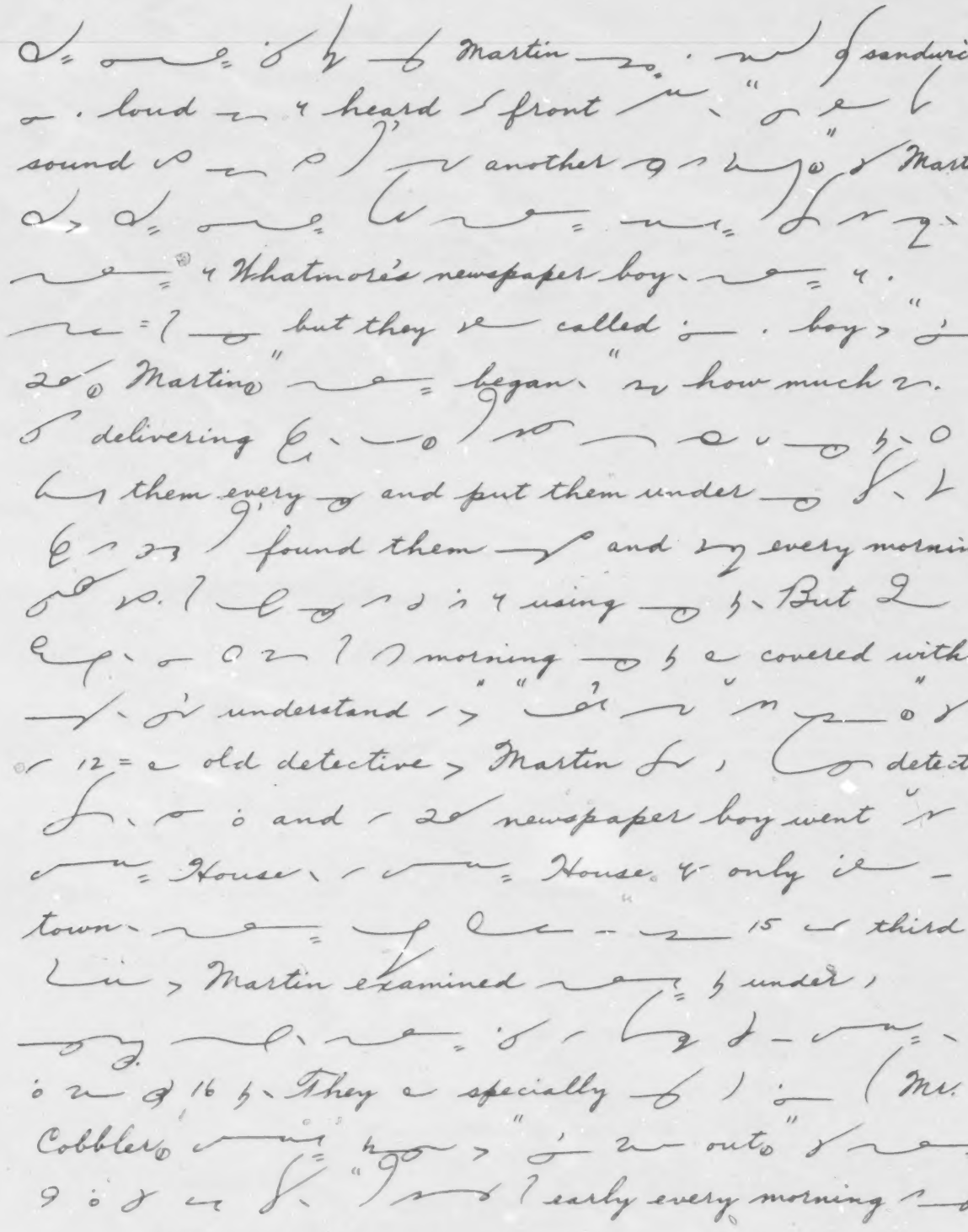
We know that color plays a role in what we do and the way that we do it.② You should, therefore, choose a color that will give you plenty of pleasure. You will want to choose a color that fits into③ the mood you want to give the room.

The favorite colors of most people are the simple colors. Orange, red, blue,④ green, and shades of each are appealing to most of us. Red and orange are warm colors. Blue and green are cool colors.⑤ If you choose shades of these simple colors, you will have a room in which you will be happy. (116)

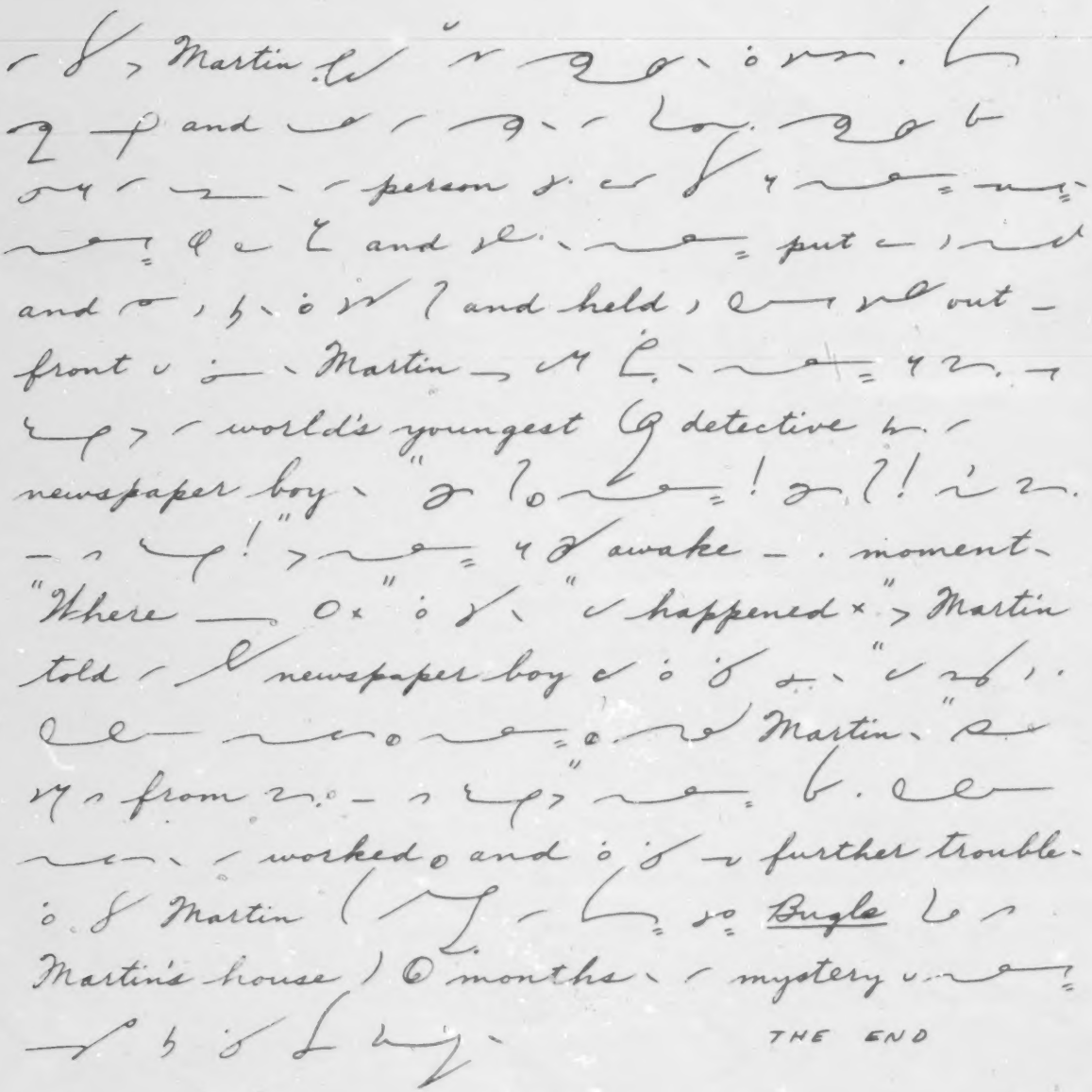
ACTIVITY: Have students read or transcribe the mystery story provided for class activity following the introduction of Lesson 15, "The Mystery of Clem's Muddy Shoes." This mystery story might also be used as a supplement to Lesson 16.

THE MYSTERY OF CLEM'S MUDDY SHOES

(To be used following Lesson 15)



4:30 and deliver them," Martin down every ground into replied "Martin somebody, using outside somebody come inside." Martin "I think tonight." "How possibly into. But Martin fixed. Martin covered himself blanket, turned and in. Martin answered "And added, Martin but. Early morning heard. noise. heard some mumbling coming from barely out. figure figure under and pulled out from under



THE END

Martin Mooney's Minute Mysteries
Casebook Number 2
by Robert Monson and Edgar Johnston
Educators Publishing Service, Inc.
Cambridge, Massachusetts 02138

KEY

THE MYSTERY OF CLEM'S MUDDY SHOES

Aunt Emily had just made Martin Mooney a corned beef sandwich when a loud knock was heard at the front door. "I can tell by the sound of that knock that you've got another case to solve," said Martin's aunt.

Aunt Emily brought Clem Knowles back to the kitchen. Clem was Whatmore's newspaper boy. Clem was a grown-up man but they still called him a boy.

"I'm worried, Martin," Clem began. "You know how much walking I do delivering papers. Well, I have to take good care of my shoes. I polish them every night and put them under my bed. For the past two weeks I've found them muddy and scuffed every morning. I tried staying up last night to see who was using my shoes. But I fell asleep. When I woke up this morning my shoes were covered with mud. I can't understand it."

"Let's go over to your room," said the twelve-year-old detective.

Martin packed his black detective bag. Then he and the worried newspaper boy went over to the Whatmore House. The Whatmore House was the only hotel in town. Clem lived alone in room 15 on the third floor.

Martin examined Clem's shoes under his magnifying glass. Clem had the biggest feet in Whatmore. He wore size 16 shoes. They were specially made for him by Mr. Cobbler, Whatmore's shoemaker.

"I'm worn out," said Clem as he sat on his bed. "I have to get up early every morning to meet the 4:30 train. I get the Big City papers off the train and then I deliver them."

Martin wrote this down in his detective notebook. "Do you keep the door to your room locked, Clem?" he asked.

"I lock the door every night. The window is too far off the ground for anybody to get into the room" replied Clem. "Imagine, Martin, somebody is using my shoes at night. What's going on, anyway?"

Martin went to the window and looked outside. He saw no marks that would show that somebody had come through the window.

"It looks like an inside job to me," said Martin. "I think I'll stay here with you tonight."

"I don't know how anybody could possibly get into this room. But if that's what it takes, I'll do it," said Clem Knowles.

Martin came back to Clem's room later that evening. He fixed up a pillow in a rocking chair. Martin covered himself up with a blanket.

Clem turned off the gaslight. The room was dark. A horse and buggy went clip-clopping by on Main Street. "Good night, Clem" said Martin.

"Good night," answered Clem. "And good luck," he added.

Martin dozed a little but did not really fall asleep. Early in the morning he heard a creaking noise. Then he heard some strange mumbling. It was coming from Clem Knowles' bed. He could barely see. He made out a dark figure sitting on Clem's bed. The figure reached under the bed and pulled Clem's shoes out from under the bed.

Martin tiptoed over to the gaslight. He struck a big kitchen match and lit the gas. The flickering gaslight shone across the room. The person sitting on the bed was Clem Knowles. Clem's eyes were open and staring. Clem put on his clothes and then his shoes. He stood up and held his arms straight out in front of him. Martin knew what was happening. Clem was walking in his sleep.

The world's youngest private detective shook the newspaper boy. "Wake up, Clem! Wake up! You're walking in your sleep!"

Clem was wide awake in a moment. "Where am I?" he said. "What happened?"

Martin told the dazed newspaper boy what he had seen. "What you need is an alarm clock, Clem," grinned Martin. "That will stop you from walking in your sleep."

Clem bought an alarm clock. It worked, and he had no further trouble. He paid Martin by delivering the Big City Bugle free to Martin's house for six months. The mystery of Clem's muddy shoes had been solved.

WORD LISTS

Clothing

1. hat
2. dress
3. coat
4. shoes
5. skirt
6. stockings
7. hose
8. shirt
9. sweater
10. jacket
11. gloves
12. tie
13. slacks
14. pantsuit
15. jumper
16. scarf
17. boots
18. shorts
19. slip
20. raincoat
21. belt
22. trousers
23. apron
24. blouse
25. pajamas

Animals

1. dog
2. cat
3. mouse
4. bear
5. elephant
6. zebra
7. monkey
8. giraffe
9. tiger
10. lion
11. donkey
12. cow
13. mule
14. pig
15. rhinoceros
16. heifer
17. bison
18. ground hog
19. squirrel
20. chipmunk
21. fox
22. camel
23. reindeer
24. ape
25. rabbit

WORD LISTS

Fruit

1. apricot
2. banana
3. grape
4. tomato
5. apple
6. pear
7. plum
8. peach
9. pineapple
10. orange
11. grapefruit
12. cherry
13. blackberry
14. raspberry
15. blueberry
16. strawberry
17. coconut
18. crabapple
19. quince
20. lemon
21. avocado
22. date
23. tangerine
24. cranberry
25. fig
26. olive
27. currant
28. gooseberry
29. nectarine
30. lime

Flowers

1. azalea
2. gladiolus
3. hydrangea
4. phlox
5. iris
6. petunia
7. narcissus
8. chrysanthemum
9. pansy
10. zinnia
11. poppy
12. lily
13. marigold
14. crocus
15. wisteria
16. rose
17. peony
18. lily-of-the-valley
19. carnation
20. aster
21. snapdragon
22. daisy
23. dahlia
24. tulip
25. daffodil
26. violet
27. poinsettia
28. hyacinth
29. rose of Sharon
30. magnolia
31. orchid
32. buttercup
33. geranium
34. dandelion
35. gardenia
36. forget-me-not

Fish

1. herring
2. sardine
3. tuna
4. rock
5. flounder
6. halibut
7. perch
8. mackerel
9. salmon
10. cod
11. trout
12. marlin
13. bass
14. dolphin
15. tarpon
16. snook
17. sailfish
18. swordfish
19. groper
20. pike
21. snapper
22. catfish
23. carp
24. shark
25. sea horse
26. whale

Vegetables

1. carrot
2. pea
3. broccoli
4. cauliflower
5. corn
6. potato
7. green pepper
8. kale
9. lima bean
10. string bean
11. eggplant
12. celery
13. turnip
14. squash
15. soybean
16. poke
17. spinach
18. asparagus
19. cabbage
20. pickles
21. olives
22. lettuce
23. radish
24. tomato
25. brussel sprout

WORD LISTS

Trees

1. locust
2. aspen
3. maple
4. ash
5. oak
6. pine
7. elm
8. birch
9. sycamore
10. cottonwood
11. dogwood
12. sassafras
13. tulip
14. palm
15. hickory
16. spruce
17. hemlock
18. red cedar
19. cypress
20. douglas fir
21. beech
22. apple
23. cherry
24. pear
25. magnolia
26. horse chestnut
27. weeping willow
28. black willow

Birds

1. dove
2. sparrow
3. duck
4. cardinal
5. hawk
6. blackbird
7. oriole
8. owl
9. crane
10. flamingo
11. blue jay
12. blue heron
13. pheasant
14. marabou
15. mynah
16. gull
17. pelican
18. plover
19. thrasher
20. robin
21. eagle
22. grackle
23. tanager
24. shoe-bill
25. cockatoo

Seasonings or Condiments

1. salt
2. pepper
3. cinnamon
4. thyme
5. poultry seasoning
6. basil
7. oregano
8. paprika
9. bay leaf
10. marjoram
11. butter
12. margarine
13. mustard
14. mayonnaise
15. catchup
16. vinegar
17. lemon juice
18. Worcestershire sauce
19. rosemary
20. ginger
21. sage
22. bacon
23. anise
24. milk
25. parsley
26. celery
27. gravy mix
28. cheese
29. garlic
30. onion salt
31. cinnamon hearts
32. garlic salt
33. sugar
34. baking powder
35. baking soda
36. onions

Furniture

1. table
2. chair
3. bed
4. chest
5. cabinet
6. cupboard
7. secretary
8. chest of drawers
9. armchair
10. night table
11. rocking chair
12. sofa
13. desk
14. stool
15. piano
16. radio
17. television
18. stereo
19. dresser
20. stove
21. freezer
22. refrigerator
23. dishwasher
24. grill
25. garbage disposal
26. lamp

Challenge List

1. buy
2. clay
3. cracker
4. Aztec
5. braille
6. crochet
7. abbey
8. coach
9. cinema
10. bagpipe
11. cancan
12. cobra
13. chute, shoot, shut
14. balloon
15. acid
16. creek
17. cider
18. bee
19. Arab
20. blaze
21. comb
22. coma
23. attic
24. Danish
25. breadbasket

Challenge List

1. alley
2. corpse
3. core, corps
4. coupé
5. baby
6. coke
7. bison
8. alto
9. bridesmaid
10. chauffeur
11. backache
12. acre
13. café
14. cellophane
15. arrow
16. cheesecake
17. bassinet
18. adobe
19. cello
20. chateau
21. beagle
22. arena
23. ax
24. bleach
25. Chinese

APPENDIX L

SUPPLEMENTARY MATERIALS FOR TYPEWRITING

	Page
Timed Writing Grading Scale	L-1
Production Typewriting Grading Scale	L-1

APPENDIX L

SUPPLEMENTARY MATERIALS FOR TYPEWRITING

TIMED WRITING GRADING SCALE

Grading Period	Minutes	Errors	Speeds			
			A	B	C	D
1	1	7	25	20	15	10
2	3	6	30	25	20	15
3	5	5	35	30	25	20

PRODUCTION TYPEWRITING GRADING SCALE

	A	B	C	D
Centering and simple enumeration	0-2	3	4-5	6+
Letters	0-2	2-4	5-6	7+
Tabulations	0-2	3-4	5-6	7+
Reports	0-2	3	4-5	6+

Typewriting errors: Single penalty

Proofreading errors: Double penalty

Placement errors: Lower one grade.

Credit will be given for all serious effort shown on any problem.

APPENDIX M

SUGGESTED COURSE SCHEDULES

Suggested Course Schedules M-1

Suggested Course Schedule, No. 1 . . . . . M-2

Suggested Course Schedule, No. 2 . . . . . M-3

Optional Schedule M-4

APPENDIX M

SUGGESTED COURSE SCHEDULES

The following are three suggested course schedules. Due to the equipment available in the school system, you may not be able to follow any of these three palns. To eliminate the possible conflict in typewriters, films, filmstrips, speakers, and field trips, it is hoped that teachers in this cluster will feel free to set up their own schedule. A blank schedule is included for this use.

The key to the plans is as follows:

B = Bookkeeping and Accounting

BM = Business Management

DP = Data Processing

GC = General Clerical

M = Merchandising

S = Stenography

T = Typewriting

SUGGESTED COURSE SCHEDULE, No. 1

Month	Days																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
September				T	T	T	T			T	T	T	T	T			T	T	T	T	T			T	T	T	T	T			
October	BM	BM	BM	BM	T				T	BM	BM	BM			BM	T	T					BM	BM	BM	BM	T			BM	BM	BM
November	S	S			S	S	S	S	S			S	S	S	S	S			S	S	S					S	S	S	S	S	
December			T	T	T	T	T			M	M	M	M	M			M	M	M	M	M										
January		T	M	M			M	M	M	T	T			T	T	T	T	T			T	T	T	T	T			T		T	T
February	GC			GC	GC	GC	GC	GC			GC	GC	GC	GC	GC				GC	GC	GC	GC			T	T	T	T			
March	T			T	T	T	T	T			B	B	B	B	B			B	B	B	B	B			B	B	B	B	B		
April	B	B	B	B	B											T	T	T	T			T	T	T	T	T			DP	DP	
May	DP	DP	DP			DP	DP	DP	DP	DP			DP	DP	DP	DP	DP			T	T	T	T	T				T	T	T	T
June			T	T	T	T	T			T	T	T	T	T			T	T													

SUGGESTED COURSE SCHEDULE, No. 2

Month	Days																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
September				T	T	T	T			T	T	T	T	T			T	T	T	T	T			T	T	T	T	T			
October	T	T	T	T	T				T	T	T	T			T	T	T					S	S	S	S	S			S	S	S
November	S	S			S	S	S	S	S			S	S	S	S	S			T	T	T					T	T	T	T	T	
December			M	M	M	M	M			M	M	M	M	M			M	M	M	M	M										
January		T	T	T			T	T	T	GC	GC			GC	GC	GC	GC	GC			GC	GC	GC	GC	GC			GC		GC	GC
February	T			T	T	T	T	B			B	B	B	B	B				B	B	B	B			B	B	B	B			
March	B			B	B	B	B	B			T	T	T	T	BM			BM	BM	BM	BM	BM			BM	BM	BM	BM	BM		
April	BM	BM	BM	BM	BM											DP	DP	DP	DP			DP	DP	DP	DP	DP			DP	DP	
May	DP	DP	DP			T	T	T	T	T			T	T	T	T	T			T	T	T	T	T				T	T	T	T
June			T	T	T	T	T			T	T	T	T	T			T	T													

OPTIONAL SCHEDULE

Month	Days																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
September																															
October																															
November																															
December																															
January																															
February																															
March																															
April																															
May																															
June																															